



**Edward
W. Brooke**
CHARTER SCHOOL

**Family
Handbook
2010-2011**

**Upper Elementary School
Grade 3 - 5**

Edward W. Brooke Charter School
190 Cummins Highway
Roslindale, MA 02131
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www.ebrooke.org



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Phone:
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August 10, 2010

Dear Brooke Families:

We are honored to welcome you to the ninth year of Edward W. Brooke Charter School. To our new parents, welcome to our school community, and to our returning parents, welcome back to a new school year! We know that our success as a school depends on the support of our parents, and we look forward to forming positive partnerships with each of you. We expect a lot from members of the Brooke community, and in turn, you can expect a lot from us.

The following pages will help you become familiar with school procedures, policies, and practices and should serve as a resource for students and parents from the first day of school through the last. While we cannot say this handbook will answer all of your questions, we do know there is a lot of valuable information in here, so please take the time to read it carefully. In fact, read it twice or even three times, and then please put it somewhere safe to refer to throughout the school year. In this handbook, you'll learn a lot of different things about Edward W. Brooke Charter School. You'll learn about the structure of the school, the policies that we have in place, and our expectations of members of our school community.

If you ever have any questions, please feel free to ask any teacher or staff member.

Sincerely,

The Faculty and Staff
Edward W. Brooke Charter School

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THE SCHOOL

An Overview

The Edward W. Brooke Charter School received its charter in February, 2001, and opened to 88 students in grade 5 on August 19th, 2002. The school has been expanding each year and currently has a thriving middle school. In August 2006, we launched our elementary school with the addition of 60 kindergarten and 60 first grade students to the Brooke family. This school year is our first that Brooke elementary students are entering the 5th grade, previously an entry grade.

OUR MISSION

Edward W. Brooke Charter School

The mission of the Edward W. Brooke Charter School is to provide an academically rigorous public education to students from the City of Boston that will ensure they are prepared to attend and succeed in college.

RESPONSIBILITY AND ACCOUNTABILITY

The cornerstone of success: the partnership between school and family

PHILOSOPHY

The Edward W. Brooke Charter School is based on responsibility and accountability. We know that the positive impact that we have on the lives of our scholars is only possible when the school and home community are working together to reflect the same values. We believe in having high expectations, both academic and behavioral, of our students, and we will work our hardest to ensure that students meet these standards. We know that you have selected Brooke because you hold these same high standards for your child and are eager to work with us to maximize your child's school success.

The Contract of Mutual Responsibilities on the following page outlines the responsibilities of the school, the family, and the student over the course of the coming year. The Contract exists in order to ensure that we have all discussed our responsibilities in detail, understand the specifics they entail, and are prepared to accept those responsibilities and be held accountable for carrying them out. The Contract is not an exhaustive list of what must be done, but it does represent essential elements of a successful academic program. It serves not only as a testament to the commitment we all must make, but as an acceptance of that commitment as well.

Contract of Mutual Responsibilities

PARENT

As a parent at Edward W. Brooke Charter School, I agree to:

1. Make the school a safe and orderly environment by supporting the school as it enforces the school's code of conduct (as spelled out in the student handbook), including policies regarding immediate conferences and the issuance of suspension.
2. Ensure that my child arrives at school before 7:45 a.m. and attends school regularly. I have read the attendance policy in the student handbook and understand the school's policy regarding lateness, excused and unexcused absences, and annual absences in excess of 15 days. I understand that 3 tardy arrivals will be counted as 1 absence.
3. Ensure that my child wears the appropriate school uniform daily, as explained in the dress code section of the student handbook.
4. Communicate regularly with my child's teachers regarding my child's academic and behavioral performance and attend the following events at the school: August orientation, a fall open house, a minimum of two parent conferences, and any specifically requested conferences.
5. Check my child's homework assignments nightly. I understand that unsatisfactory or incomplete homework will result in a corresponding consequence.

Parent's name

Parent's signature *Date*

STUDENT

As a student at Edward W. Brooke Charter School, I agree to:

1. Show focus by always working hard to achieve my personal best.
2. Show integrity by always trying to do the right thing.
3. Show respect for myself, other people in our school community, the property of others, and the learning environment.
4. Show self-determination by making choices about my behavior and accepting the consequences.
5. Show teamwork by caring for others.

Student's name

Student's signature *Date*

SCHOOL

As a representative of Edward W. Brooke Charter School, I hereby certify that the school agrees to:

1. Make the school a safe and orderly environment by enforcing school rules as consistently as possible and by doing our part to instruct our students regarding appropriate and inappropriate behavior in school.
2. Ensure that valuable school time is utilized thoughtfully and efficiently so that the school can provide our students with an education that is academically rigorous and that meets or exceeds the requirements of the Massachusetts Curriculum Frameworks.
3. Communicate regularly with parents regarding their child's behavioral and academic performance through progress reports, report cards, parent conferences, telephone contact, and by welcoming parents to the school.
4. Assign, collect, and evaluate nightly work assignments designed to support classroom instruction and teach responsibility, and ensure that students are held accountable for finishing those assignments on a daily basis.
5. Constantly monitor the strengths, weaknesses, and progress of our students, both academically and behaviorally, provide extra academic and homework help to our students on a regular basis, and consistently enforce the code of conduct as a means of holding students accountable for their behavior in school.

Teacher's name

Teacher's signature *Date*

WHO WE ARE

Board of Trustees

The school is governed by a Board of Trustees that brings parental, community, educational, and professional perspectives to maintaining a viable and thriving school. Members of the Board of Trustees include:

Edith Alexander	Probation Officer, Massachusetts Trial Court
Hilary Berkman	Vice-President Finance, Candlewick Press
Bart Bussink	Independent Contractor
Kathleen Choi	Media Consultant
Julie Galeota	Program Manager, Philanthropy, Bank of America
Edward Preston	Controller, Vice President Sales, EF Tours
Jill Reynolds	Consultant, Public Consulting Group
Jon Clark, <i>ex officio</i>	Co-Director, Edward W. Brooke Charter School
Kimberly Steadman, <i>ex officio</i>	Co-Director, Edward W. Brooke Charter School

Faculty and Staff

Upper Elementary School Faculty

Emily Sayer

B.A., University of Chicago

M.A.T., University of Chicago

Emily Sayer joined the Brooke family in 2008 as an associate teacher for the second grade after graduating from the University of Chicago, where she received both her bachelor's degree in Biology and her master's degree from the Urban Teacher Education Program. This year Ms. Sayer returns for her second year as a third grade classroom teacher.

Third grade teacher

esayer@ebrooke.org

Alex Forrest

B.A., University of Michigan

Alex Forrest joined our staff in 2007 as a second grade associate teacher, after graduating from the University of Michigan in Ann Arbor. This year will be the third year that Mr. Forrest will have served as a third grade classroom teacher.

Third grade teacher

afortrest@ebrooke.org

Allison Friedmann

B.A., Williams College

Ms. Friedmann is returning for her seventh year at Brooke, and her first as a self-contained classroom teacher. She taught science for 4 years and moved to the ELA department for the 2008-09 school year. Previously, she taught for two years at a public high school in Chicago, and for two years at Uphams Corner Charter School in Boston. Ms. Friedmann is a 2000 Teach for America corps member.

Third grade teacher

afriedmann@ebrooke.org

Jes Weren
B.A., Tufts University

Third grade teacher
jweren@ebrooke.org

Jes Weren is returning for a second year at Brooke, having served last year as an associate teacher. Prior to coming to Brooke, Ms. Weren completed the MATCH teacher training program, which prepares teachers to work in charter schools with high academic and behavior expectations. Ms. Weren also served as a MATCH Corps member, tutoring high school students and working with a history and language arts classes.

Tara Vincent
B.A., University of California, Davis
M.B.A., Boston College

Third grade Associate Teacher
tvincent@ebrooke.org

Tara comes to Brooke having just completed her MBA at the Carroll Graduate School of Management at Boston College. During that time, she also served as the director of Invest 'N Kids in Chestnut Hill.

C. Whitney Ryan
B.A. Princeton University
M.A.T. Pace University

Fourth grade teacher
wryan@ebrooke.org

Whitney joins Brooke having served for the last year as a coordinator for alumni affairs at Teach for America, Greater Boston, and for the year prior as an analyst for Lehman Brothers in New York City. Prior to that, she taught special education and bilingual special education in New York. Ms. Ryan was a 2006 Teach for America corps member.

Sabrina Forte
B.A., Harvard University

Fourth grade teacher
sforte@ebrooke.org

Sabrina Forte joined Brooke in 2008 as a third grade associate teacher and is returning for her second year with her own fourth grade classroom. She graduated from Harvard College, where she concentrated in History and Literature. During college, Ms. Forte directed the Refuge Youth Summer Enrichment program and served as a leader in Harvard Model Congress.

Abigail Waldman
B.A., Brandeis University
M.Ed., University of Nevada, Las Vegas

Fourth grade teacher
awaldman@ebrooke.org

Ms. Waldman moved to Boston in 2008 to join the Brooke family. She taught third grade for two years in Las Vegas, and she also served as the grade level chair. During her first two years at Brooke, Ms. Waldman taught second grade. Ms. Waldman is a 2006 Teach For America corps member.

Emily Jacobson
B.A., Washington University in St. Louis

Fourth grade associate teacher
ejacobson@ebrooke.org

Ms. Jacobson joins Brooke having just graduated from Washington University with a degree in political science and American culture studies. During her time at Washington University, she worked as a student teacher at Compton-Drew ILC Middle School.

Kathryn Stevens
B.A., Bates College
M.Ed., Bank Street College of Education

Fifth grade teacher
Instructional leader fellow
kstevens@ebrooke.org

Katie Stevens is a founding teacher in the elementary school, and returns to Brooke this year as a fifth teacher and instructional leader fellow. She joined the Brooke staff after teaching fifth and sixth grade students in New York Public Schools. Here, Ms. Stevens has taught kindergarten for two years, second grade for one year, and fourth grade for one year. She was a 2004 Teach For America corps member.

Meghan Thornton
B.A., Bates College
M.Ed., Lesley University

Fifth grade teacher
Instructional leader fellow
mthornton@ebrooke.org

Meghan Thornton joined our kindergarten team as a founding member of the elementary staff in 2006. After teaching Kindergarten and first grade for the last four years, Ms. Thornton is transitioning to a 5th grade position this year, while also serving as an instructional leader fellow.

Elizabeth Daniels
B.A., Brown University

Fifth grade teacher
edaniels@ebrooke.org

Elizabeth Daniels joined the Brooke staff in 2007 as a second grade teacher, and has moved up a grade each year since then. This year, Ms. Daniels is teaching fifth grade and developing the fifth grade math curriculum. Ms. Daniels taught 3rd and 5th grade in Atlanta. Ms. Daniels is a 2005 Teach For America corps member.

Katherine Kirby
B.A., Smith College

Fifth grade associate teacher
kkirby@ebrooke.org

Katherine Kirby is returning for her second year at Brooke, having served last year as a second grade associate teacher. Ms. Kirby completed her degree in Education and Child Study, during which she completed student teaching experiences in 3rd and 5th grade.

Christopher Duffy
B.A., Brown University

Fifth grade associate teacher
cduffy@ebrooke.org

Mr. Duffy comes to Brooke having taught English for the last year at Athens College in Athens, Greece, where he also served as a Greece Correspondent for National Geographic Glimpse. While at Brown University, he completed internships with the William J. Clinton Foundation in Washington and the NY Times West Africa Bureau in Senegal.

Kristin Wiens
B.A. Stanford University
Ed.M. Harvard University

Third - fifth grade science teacher
kwuens@ebrooke.org

Kristin Wiens joined Brooke in 2008 as the 5th and 6th grade science teacher, and transitioned last year into the role of elementary science teacher. Ms. Wiens came to EWBCS after earning a Masters Degree at the Harvard Graduate School of Education. Previously, Ms. Wiens taught high school math for two years at North Central High School in Lebeau, Louisiana. Ms. Wiens is a 2005 Teach for America corps member.

Brian Carey
B.A., Florida State University
M.M., Florida State University

Brian Carey joined our staff in 2007 to launch our music program. Mr. Carey has extensive experience in world music and taught music to the students in the Bay Area in California for several years.

Music teacher
bcarey@ebrooke.org

Karimah Moreland
B.A., Purchase College, SUNY
M.A., Emerson College

Karimah Moreland is returning for her eighth year as the dance teacher at Brooke. Previously, she taught at the Shaw Elementary School in Dorchester. Originally from the Bronx, Ms. Moreland is also a professional actress in Boston.

Dance teacher
kmoreland@ebrooke.org

Kristin Badalamenti
B.A., Montclair State University

Kristin joined the Brooke staff mid-year in 2010, and quickly established a strong presence. Prior to coming to Brooke, she taught art for 7 years at Cliffside Park School #3 / Early Learning Center in Cliffside Park New Jersey.

Art Teacher
kbadalamenti@ebrooke.org

Neusa Ribeiro
B.A., University of Massachusetts, Amherst
M.Ed., University of Massachusetts, Amherst

Neusa joins the Brooke staff having taught physical education for the last 6 years at the Fort River School, Amherst, MA. During that time, she also served as the soccer coach at Amherst Regional High School.

Physical Education Teacher
nribeiro@ebrooke.org

Cristie McGrath
B.A. Arizona State University
M. Ed. Pepperdine University

Ms. McGrath joined the Brooke staff in 2005 as the Dean of Student Life, and she is currently serving as the Director of Student Support. Prior to joining the EWBCS staff, she served as the math coordinator and a 6th and 7th grade math teacher at a Boston Public middle school. She also served as a special education department head and taught special education classes at Toll Middle School in Glendale, CA.

Director of student support
cmcgrath@ebrooke.org

Jennifer Gondek
B.S., State University of New York at Geneseo
M.S., State University of New York at Cortland

Jenn Gondek joined the Brooke family as a first grade teacher, and in 2008, she began serving as our elementary student support teacher. Before joining us, she taught 2nd and 3rd grade in Canaan, New Hampshire and special education in New York.

Student support teacher
jgondek@ebrooke.org

Anne V. Mondesir, LICSW
B.A. Simmons College
M.A., Simmons College

Anne comes to Brooke having worked for the previous year as a community consultant with the Lynch School of Education at Boston College. Prior to that, she

School counselor
amondesir@ebrooke.org

served for two years as a small learning community social worker at English High School in Jamaica Plain.

Kimberly Steadman
B.A., Harvard College
J.D., Harvard Law School
M.Ed., Harvard Graduate School of Education

Co-Director
Elementary principal
ksteadman@ebrooke.org

Ms. Steadman joined the Brooke staff in 2004, when she served as a lead teacher, math teacher, and professional development coordinator. She then spent the next school year planning and founding the elementary school, which opened in August of 2006. Prior to joining EWBCS, she worked as a 5th grade teacher for the Chelsea Public Schools and as a 4th grade teacher in Washington, DC. Ms. Steadman was a 1997 Teach for America corps member.

Jon Clark
B.A., Oberlin College

Co-Director,
Middle school principal
jclark@brooke.org

Jon Clark was a founder of the Brooke middle school in 2002 and has served in that role ever since. Before coming to EWBCS, he was a founding teacher at South Boston Harbor Academy where he also served as math department chair for four years. Mr. Clark also taught junior high school math for two years in Belle Chasse, Louisiana and worked as a researcher for a professor of International Economics at Massachusetts Institute of Technology.

Jorge Martinez
B.A., University of Massachusetts at Amherst

Dean of students
jmartinez@ebrooke.org

Jorge Martinez returns to Brooke for his seventh year. After serving as middle school Dean of Students for several years, he began serving as the Dean of Students for all students, K-8 in 2008. Prior to joining Brooke, Mr. Martinez worked at Cathedral High School and Boston Renaissance Charter School.

Tracy Johnson
B.A., University of Evansville, IN
M.A., Harvard Graduate School of Education

Director of Operations
tjohnson@ebrooke.org

Tracy comes to Brooke having just earned a Masters degree at Harvard, where she also interned in the offices of the Massachusetts Department of Elementary and Secondary Education. Previously, she worked for two years as a second grade teacher in Houston and as a fifth grade teacher in San Francisco for a year. Ms. Johnson was a 2006 Teach for America corps member.

Jennifer Jordan
B.A., Harvard University

Director of External Affairs
jjordan@ebrooke.org

Jennifer comes to Brooke having worked for the last two years as an Associate Consultant at the Bridgespan Group. During her time at Harvard, she served as the campus campaign manager for Teach for America, and earned the Phillips Brooks House Award for Exemplary Service.

M. Scott Knox
B.A., Boston College

M.A., Harvard Kennedy School of Government

Scott comes to Brooke having worked for the last year as an independent consultant and Acting Chief Operating Officer for the Talent Initiative. Before going to graduate school, he served as Vice-President of National Expansion for Steppingstone and as National Director for New Site Development with Jumpstart.

Chief Operating Officer
sknox@ebrooke.org

Sandra Marques
Ridge and Latin High School

Sandra Marques is returning for her seventh year at EWBCS. Prior to coming to EWBCS, she worked as an Operations Manager for Fleet Bank.

Office manager
smarques@ebrooke.org

Chuck Peters
Tewksbury High School

Chuck Peters joined the EWBCS staff in 2005 as the building manager, supporting the building's expansion into a full middle school and then the addition of the elementary school. Prior to coming to Brooke, Mr. Peters worked at Mount Saint Joseph Academy in Brighton as its building manager, and for the Wingate nursing homes.

Building manager
cpeters@ebrooke.org

Nina Keough
B.A., Brown University
M.A.T., Clark University

Nina comes to Brooke having worked for the last 3 years for University Park Campus School in Worcester, where she served as College Transition and Alumni Support Coordinator as well as teaching 11th grade U.S. history for a year. She has also worked for the last year as a consultant with Jobs for the Future in Boston.

Program Manager
nkeough@ebrooke.org

Edward W. Brooke Charter School

2009-10 NCLB Report Card

Overview:

This report card contains information required by the federal No Child Left Behind Act (NCLB) for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Educator Data (as of October 1, 2009)

A highly qualified teacher is defined as a teacher holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach). Core academic areas include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (Notes: Charter schools are not required to hire licensed teachers; self-contained classroom courses have been weighted to reflect the core academic courses within them.) For more information, please visit: <http://www.doe.mass.edu/nclb/hq/>.

	District	State
Total # of Teachers	36.0	69,908.9
% of Teachers Licensed in Teaching Assignment	44.4	97.1
Total # of Classes in Core Academic Areas	116	280,489
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	87.9	97.3
Student/Teacher Ratio	12.2 to 1	13.7 to 1

Edward Brooke Charter School: 2009 Adequate Yearly Progress (AYP) Data

2009 AYP Data - Summary

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH	No Status	Very High	No Change
MATHEMATICS	No Status	Very High	On Target

To make Adequate Yearly Progress in 2009, a student group must meet (A) a student participation requirement, either (B) the State's 2009 performance target for that subject or (C) the group's own 2009 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2009
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (or graduation rate target)?		
ENGLISH	Met	Actual	Met	Actual	Met	Change	Met	Actual	AYP 2009

	Target		Target (90.2)		Target	from 2008	Target		
Aggregate	Yes	100	Yes	91.7	No	-0.1	Yes	95.9	Yes
Lim. Eng. Prof.	-	-	-	-	-	-	-	-	-
Special Edu.	-	-	-	76.9	-	-	-	-	-
Low Income	Yes	100	Yes	91.0	No	-0.3	Yes	95.7	Yes
Afr. Amer./Black	Yes	100	No	90.0	No	-1.3	Yes	95.9	No
Hispanic	Yes	100	Yes	95.2	Yes	2.2	Yes	95.8	Yes
MATHEMATICS	Met Target	Actual	Met Target (84.3)	Actual	Met Target	Change from 2008	Met Target	Actual	AYP 2009
Aggregate	Yes	100	Yes	90.6	Yes	3.5	Yes	95.9	Yes
Lim. Eng. Prof.	-	-	-	-	-	-	-	-	-
Special Edu.	-	-	-	77.8	-	-	-	-	-
Low Income	Yes	100	Yes	89.3	Yes	2.9	Yes	95.7	Yes
Afr. Amer./Black	Yes	100	Yes	90.0	Yes	2.9	Yes	95.9	Yes
Hispanic	Yes	100	Yes	92.8	Yes	5.6	Yes	95.8	Yes

Adequate Yearly Progress History											NCLB Accountability Status
		2001	2002	2003	2004	2005	2006	2007	2008	2009	
ELA	Aggregate	-	-	-	-	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	-	-	Yes	Yes	No	
MATH	Aggregate	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes	Yes	

2009 MCAS Results by Subgroup by Grade then Subject

* NOTE: First-year LEP students are not included in performance level or CPI results. However, first-year LEP students who took the MEPA test are counted as ELA participants; in addition, first-year LEP students who are present for Mathematics/Science are counted as Mathematics/Science participants. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

* NOTE: Performance level percentages are not calculated if student group less than 10. Median student growth percentiles (SGP) are not calculated if number of students included in SGP less than 20.

Data Last Updated on October 27, 2009

GRADE LEVEL 3 - READING												
Student Group	School						State					
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl	CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl	CPI	SGP	Inc in SGP

	#	%	P+	P	NI	W				#	%	P+	P	NI	W			
Stud. w/ Disab	5	-	-	-	-	-	-	-	-	12,149	99	2	21	44	33	65.5	N/A	N/A
LEP/FLEP	2	-	-	-	-	-	-	-	-	7,517	99	3	26	46	25	65.1	N/A	N/A
Low-Income	39	100	13	54	23	10	84.0	N/A	N/A	23,669	99	4	31	46	19	70.7	N/A	N/A
African-Amer.	40	100	8	50	33	10	80.6	N/A	N/A	5,359	99	4	31	45	20	70.1	N/A	N/A
Asian	1	-	-	-	-	-	-	-	-	3,789	99	17	47	28	7	85.7	N/A	N/A
Hispanic/Latino	15	100	20	53	20	7	88.3	N/A	N/A	10,604	99	4	28	46	22	67.9	N/A	N/A
White	2	-	-	-	-	-	-	-	-	48,898	100	15	51	29	6	86.9	N/A	N/A
Male	25	100	12	48	28	12	79.0	N/A	N/A	36,338	99	11	44	34	12	80.9	N/A	N/A
Female	33	100	12	55	27	6	87.1	N/A	N/A	34,286	100	14	47	31	8	84.4	N/A	N/A
Title I	58	100	12	52	28	9	83.6	N/A	N/A	23,749	100	4	32	46	18	71.4	N/A	N/A
Non-Low Income	19	100	11	47	37	5	82.9	N/A	N/A	46,955	100	17	52	26	5	88.6	N/A	N/A
LEP	1	-	-	-	-	-	-	-	-	5,667	99	2	21	48	29	60.7	N/A	N/A
FLEP	1	-	-	-	-	-	-	-	-	1,850	99	8	41	39	13	78.6	N/A	N/A
2009 Total	58	100	12	52	28	9	83.6	N/A	N/A	70,675	100	12	45	33	10	82.6	N/A	N/A

GRADE LEVEL 3 - MATHEMATICS

Student Group	School									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	P+	P	NI	W				#	%	P+	P	NI	W			
Stud. w/ Disab	5	-	-	-	-	-	-	-	-	12,177	99	5	23	31	42	63.8	N/A	N/A
LEP/FLEP	2	-	-	-	-	-	-	-	-	7,609	100	8	28	32	33	65.5	N/A	N/A
Low-Income	39	100	31	41	28	0	91.0	N/A	N/A	23,769	100	7	31	34	28	68.6	N/A	N/A
African-Amer.	40	100	28	43	30	0	90.6	N/A	N/A	5,362	100	6	27	36	31	65.4	N/A	N/A
Asian	1	-	-	-	-	-	-	-	-	3,811	100	34	38	19	9	87.6	N/A	N/A
Hispanic/Latino	15	100	40	40	20	0	93.3	N/A	N/A	10,703	100	7	28	33	32	65.7	N/A	N/A
White	2	-	-	-	-	-	-	-	-	48,910	100	23	44	23	10	86.1	N/A	N/A
Male	25	100	24	56	20	0	94.0	N/A	N/A	36,416	100	20	39	26	15	81.3	N/A	N/A
Female	33	100	39	30	30	0	90.2	N/A	N/A	34,344	100	20	40	25	14	81.5	N/A	N/A
Title I	58	100	33	41	26	0	91.8	N/A	N/A	23,850	100	8	31	34	26	69.5	N/A	N/A
Non-Title I		-	-	-	-	-	-	-	-	46,910	100	26	44	21	9	87.5	N/A	N/A
Non-Low Income	19	100	37	42	21	0	93.4	N/A	N/A	46,991	100	26	45	21	8	87.9	N/A	N/A
LEP	1	-	-	-	-	-	-	-	-	5,750	100	5	25	33	37	61.4	N/A	N/A
FLEP	1	-	-	-	-	-	-	-	-	1,859	100	17	38	27	19	78.2	N/A	N/A
2009 Total	58	100	33	41	26	0	91.8	N/A	N/A	70,791	100	20	40	25	15	81.4	N/A	N/A

GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS

Student Group	School									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W			
Stud. w/ Disab	7	-	-	-	-	-	-	-	-	13,587	99	2	22	47	29	67.1	42.0	11,758
LEP/FLEP	6	-	-	-	-	-	-	-	-	5,934	99	4	25	47	24	66.5	48.0	5,136
Low-Income	31	100	3	55	39	3	85.5	68.0	21	23,273	99	5	35	45	16	74.5	44.0	21,108
African-Amer.	35	100	3	51	43	3	83.6	N/A	18	5,672	99	5	34	45	16	73.8	44.0	5,069
Hispanic/Latino	9	-	-	-	-	-	-	-	-	9,853	99	4	31	47	18	71.4	45.0	8,807
White	1	-	-	-	-	-	-	-	-	50,850	100	18	53	25	5	89.6	51.0	48,507
Male	20	100	5	45	45	5	81.3	N/A	12	36,838	100	11	47	32	10	83.5	47.0	34,345
Female	26	100	0	73	27	0	91.3	N/A	16	34,779	100	20	49	26	6	87.9	53.0	32,901
Title I	46	100	2	61	35	2	87.0	67.5	28	21,541	99	6	35	44	15	75.0	45.0	19,724
Non-Low Income	15	100	0	73	27	0	90.0	N/A	7	48,344	100	20	54	22	4	91.0	53.0	46,138
FLEP	6	-	-	-	-	-	-	-	-	2,341	100	8	40	44	8	80.1	51.0	2,237
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	1,439	100	15	48	29	8	85.6	50.0	1,341
2009 Total	46	100	2	61	35	2	87.0	67.5	28	71,661	100	15	48	29	8	85.7	50.0	67,248
2008 Total	46	100	4	50	39	7	80.4	61.0	40	70,644	100	13	48	30	8	83.9	51.0	65,038

GRADE LEVEL 5 - MATHEMATICS

Student Group	School									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W			
Stud. w/ Disab	7	-	-	-	-	-	-	-	-	13,600	99	4	14	32	50	54.7	41.0	11,830
LEP/FLEP	6	-	-	-	-	-	-	-	-	5,989	100	9	20	32	39	58.3	48.0	5,213
Low-Income	31	100	23	19	55	3	78.2	90.0	20	23,378	100	8	24	35	33	62.8	44.0	21,304
African-Amer.	35	100	20	31	46	3	81.4	N/A	17	5,690	99	8	23	36	33	61.6	48.0	5,096
Hispanic/Latino	9	-	-	-	-	-	-	-	-	9,944	100	7	21	35	37	59.8	43.0	8,935
White	1	-	-	-	-	-	-	-	-	50,883	100	25	35	27	13	81.4	50.0	48,692
Male	20	100	15	40	40	5	82.5	N/A	11	36,938	100	23	31	28	18	76.8	51.0	34,564
Female	26	100	19	27	54	0	81.7	N/A	16	34,833	100	21	33	29	17	77.2	49.0	33,040
Title I	46	100	17	33	48	2	82.1	88.0	27	21,658	100	9	25	36	30	64.1	46.0	19,910
Non-Low Inc.	15	100	7	60	33	0	90.0	N/A	7	48,393	100	29	36	25	10	83.8	52.0	46,300
FLEP	6	-	-	-	-	-	-	-	-	2,340	100	16	27	35	21	71.0	50.0	2,242
Multi-race - Non-H/Latino	1	-	-	-	-	-	-	-	-	1,439	100	23	28	31	18	75.9	49.0	1,339
2009 Total	46	100	17	33	48	2	82.1	88.0	27	71,793	100	22	32	29	18	77.0	50.0	67,607
2008 Total	46	100	17	35	33	15	75.5	80.5	40	70,748	100	22	30	30	17	76.2	51.0	65,132

GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY/ENGINEERING

Student Group	School									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W			
Stud. w/ Disab	7	-	-	-	-	-	-	-	-	13,563	99	4	16	45	34	62.2	N/A	N/A
LEP/FLEP	6	-	-	-	-	-	-	-	-	5,979	99	4	14	46	36	55.4	N/A	N/A
Low-Income	31	100	13	35	39	13	77.4	N/A	N/A	23,324	99	4	20	50	26	62.9	N/A	N/A
African-Amer.	35	100	11	29	43	17	72.9	N/A	N/A	5,680	99	3	15	52	30	58.0	N/A	N/A
Hispanic/Latino	9	-	-	-	-	-	-	-	-	9,914	99	4	17	50	29	59.6	N/A	N/A
White	1	-	-	-	-	-	-	-	-	50,822	100	20	37	36	7	83.1	N/A	N/A
Male	20	100	10	25	45	20	71.3	N/A	N/A	36,875	100	19	33	37	12	79.2	N/A	N/A
Female	26	100	8	42	42	8	77.9	N/A	N/A	34,789	100	15	31	42	13	76.1	N/A	N/A
Title I	46	100	9	35	43	13	75.0	N/A	N/A	21,606	99	5	19	51	25	62.8	N/A	N/A
Non-Low Inc.	15	100	0	33	53	13	70.0	N/A	N/A	48,340	100	23	38	34	6	84.8	N/A	N/A
FLEP	6	-	-	-	-	-	-	-	-	2,339	100	8	22	51	19	66.5	N/A	N/A
Multi-race - Non-H/Latino	1	-	-	-	-	-	-	-	-	1,437	100	17	31	40	12	77.9	N/A	N/A
2009 Total	46	100	9	35	43	13	75.0	N/A	N/A	71,686	100	17	32	39	12	77.7	N/A	N/A
2008 Total	46	100	15	33	41	11	77.2	N/A	N/A	70,689	100	17	33	38	12	77.6	N/A	N/A

GRADE LEVEL 6 - ENGLISH LANGUAGE ARTS

Student Group	School									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W			
Stud. w/ Disab	8	-	-	-	-	-	-	-	-	13,383	99	2	24	41	33	64.9	41.0	11,603
LEP/FLEP	2	-	-	-	-	-	-	-	-	5,138	99	5	28	38	29	64.8	55.0	4,332
Low-Income	22	100	14	77	9	0	96.6	75.0	21	22,818	99	6	38	38	18	73.9	47.0	20,598
African-Amer.	21	100	14	76	10	0	96.4	N/A	19	5,642	99	6	39	38	16	75.3	52.0	5,003
Hispanic/Latino	13	100	15	85	0	0	100.0	N/A	11	9,582	99	5	35	38	22	70.9	49.0	8,452
Male	9	-	-	-	-	-	-	-	-	36,531	99	11	50	28	11	82.7	45.0	33,937
Female	26	100	12	81	8	0	97.1	66.0	24	34,432	100	22	51	21	6	88.8	55.0	32,528
Title I	35	100	14	80	6	0	97.9	75.0	31	20,380	99	7	39	38	16	75.0	49.0	18,526
Non-Low Inc.	13	100	15	85	0	0	100.0	N/A	10	48,145	100	21	56	18	5	91.2	51.0	45,867
LEP	1	-	-	-	-	-	-	-	-	2,943	98	2	16	41	41	53.9	52.0	2,255
FLEP	1	-	-	-	-	-	-	-	-	2,195	99	9	44	36	11	79.4	58.0	2,077
Multi-race - Non-Hi/Latino	1	-	-	-	-	-	-	-	-	1,391	99	16	50	26	8	86.0	48.5	1,294
2009 Total	35	100	14	80	6	0	97.9	75.0	31	70,999	100	16	50	24	9	85.7	50.0	66,471
2008 Total	46	100	11	70	17	2	92.9	73.0	39	71,575	99	15	52	24	8	86.2	50.0	65,494

GRADE LEVEL 6 - MATHEMATICS

Student Group	School									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W			
Stud. w/ Disab	8	-	-	-	-	-	-	-	-	13,384	99	4	15	32	49	55.5	41.0	11,509
LEP/FLEP	2	-	-	-	-	-	-	-	-	5,205	100	9	21	30	40	58.4	53.0	4,371
Low-Income	22	100	36	32	32	0	88.6	76.0	21	22,870	99	9	25	35	31	63.8	45.0	20,644
African-Amer.	21	100	24	38	38	0	85.7	N/A	19	5,646	99	8	24	36	32	62.3	46.0	4,986
Hispanic/Latino	13	100	38	46	15	0	94.2	N/A	11	9,630	99	7	22	34	36	60.3	46.0	8,515
Male	9	-	-	-	-	-	-	-	-	36,584	100	24	32	26	18	77.8	49.0	34,001
Female	26	100	31	35	35	0	86.5	78.0	24	34,478	100	23	34	28	15	78.7	51.0	32,550
Title I	35	100	29	40	31	0	88.6	81.0	31	20,450	99	11	26	34	29	65.2	47.0	18,578
Non-Low Inc.	13	100	15	54	31	0	88.5	N/A	10	48,192	100	31	37	23	10	85.1	52.0	45,907
LEP	1	-	-	-	-	-	-	-	-	2,999	99	5	14	28	52	49.3	51.0	2,285
FLEP	1	-	-	-	-	-	-	-	-	2,206	100	14	30	33	23	70.6	55.0	2,086
Multi-race - Non-Hi/Latino	1	-	-	-	-	-	-	-	-	1,394	99	24	31	28	17	77.7	48.0	1,294
2009 Total	35	100	29	40	31	0	88.6	81.0	31	71,085	100	24	33	27	16	78.2	50.0	66,556
2008 Total	46	100	28	57	15	0	94.0	88.0	39	71,679	100	23	33	26	18	77.6	50.0	65,489

GRADE LEVEL 7 - ENGLISH LANGUAGE ARTS

Student Group	School									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W			
Stud. w/ Disab	4	-	-	-	-	-	-	-	-	13,193	98	1	27	44	27	69.0	41.0	11,316
LEP/FLEP	1	-	-	-	-	-	-	-	-	4,446	98	2	28	42	27	65.4	51.0	3,652
Low-Income	20	100	10	85	5	0	98.8	73.5	20	22,585	98	4	44	38	14	77.7	45.0	20,198
African-Amer.	24	100	13	83	4	0	99.0	77.0	23	5,792	99	4	46	37	13	78.6	47.0	5,058
Asian	1	-	-	-	-	-	-	-	-	3,526	99	26	53	17	4	92.1	58.5	3,274
Hispanic/Latino	6	-	-	-	-	-	-	-	-	9,609	98	4	39	40	17	74.6	46.0	8,368
Male	22	100	14	82	5	0	98.9	71.0	22	36,967	99	9	55	27	9	85.5	46.0	34,199
Female	9	-	-	-	-	-	-	-	-	34,679	99	19	57	19	5	91.0	54.0	32,569
Title I	31	100	19	77	3	0	99.2	81.0	30	17,433	99	4	44	39	13	77.7	45.0	15,582
Non-Low Inc.	11	100	36	64	0	0	100.0	N/A	10	49,061	99	19	62	16	3	93.0	52.0	46,570
FLEP	1	-	-	-	-	-	-	-	-	1,804	99	4	49	37	9	81.0	55.0	1,702
2009 Total	31	100	19	77	3	0	99.2	81.0	30	71,696	99	14	56	23	7	88.1	50.0	66,777
2008 Total	44	98	9	82	7	2	96.6	83.0	41	72,799	99	12	57	23	8	87.3	50.0	66,293

GRADE LEVEL 7 - MATHEMATICS

Student Group	School									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W			
Stud. w/ Disab	4	-	-	-	-	-	-	-	-	13,264	98	2	11	28	59	49.3	43.0	11,330
LEP/FLEP	1	-	-	-	-	-	-	-	-	4,531	99	5	15	28	52	50.4	53.0	3,704
Low-Income	20	100	25	60	15	0	96.3	87.0	20	22,747	99	5	21	35	39	57.9	45.0	20,364
African-Amer.	24	100	21	67	13	0	96.9	86.0	23	5,831	99	3	20	35	42	55.8	45.0	5,102
Asian	1	-	-	-	-	-	-	-	-	3,537	100	36	34	19	11	85.7	58.0	3,280
Hispanic/Latino	6	-	-	-	-	-	-	-	-	9,693	99	4	18	32	45	54.2	45.0	8,458
Male	22	100	32	59	9	0	97.7	87.0	22	37,128	99	16	33	28	23	73.2	49.0	34,351
Female	9	-	-	-	-	-	-	-	-	34,809	100	16	34	31	20	74.4	52.0	32,699
Title I	31	100	23	68	10	0	97.6	86.5	30	17,548	99	5	21	35	38	57.9	46.0	15,711
Non-Low Inc.	11	100	18	82	0	0	100.0	N/A	10	49,190	100	21	39	27	13	81.1	52.0	46,686
FLEP	1	-	-	-	-	-	-	-	-	1,806	99	9	25	34	32	63.6	53.0	1,707
2009 Total	31	100	23	68	10	0	97.6	86.5	30	71,975	99	16	33	30	21	73.8	50.0	67,061
2008 Total	45	100	22	53	22	2	91.1	82.0	42	73,169	99	15	32	29	24	71.8	50.0	66,483

GRADE LEVEL 8 - ENGLISH LANGUAGE ARTS

Student Group	School									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W			
Stud. w/ Disab	3	-	-	-	-	-	-	-	-	13,315	98	2	38	36	25	73.6	43.0	11,549
LEP/FLEP	4	-	-	-	-	-	-	-	-	3,724	98	2	34	35	29	66.7	58.0	2,911
Low-Income	24	100	25	71	4	0	97.9	75.0	23	22,934	99	5	56	27	13	82.6	49.0	20,621
African-Amer.	28	100	18	79	4	0	99.1	66.0	27	6,119	98	6	57	25	11	84.0	53.0	5,440
Hispanic/Latino	9	-	-	-	-	-	-	-	-	9,692	98	4	52	28	16	79.6	51.0	8,534
Male	17	100	12	88	0	0	100.0	N/A	17	37,539	99	11	64	17	8	89.1	51.0	34,993
Female	21	100	19	71	10	0	96.4	73.0	20	35,548	99	20	63	13	4	93.2	49.0	33,694
Title I	38	100	16	79	5	0	98.0	67.0	37	17,389	99	5	57	26	12	83.1	51.0	15,712
Non-Low Inc.	14	100	0	93	7	0	98.2	N/A	14	50,153	99	20	67	10	3	95.0	50.0	48,066
LEP	1	-	-	-	-	-	-	-	-	2,461	98	1	23	38	39	58.4	57.0	1,733
FLEP	3	-	-	-	-	-	-	-	-	1,263	99	4	57	29	10	83.0	59.0	1,178
Multi-race - Non-H/Latino	1	-	-	-	-	-	-	-	-	1,300	99	19	60	15	6	91.0	53.0	1,212
2009 Total	38	100	16	79	5	0	98.0	67.0	37	73,140	99	15	63	15	6	91.1	50.0	68,699
2008 Total	38	100	24	71	5	0	98.7	60.0	38	73,268	99	12	63	18	7	89.3	49.0	67,539

GRADE LEVEL 8 - MATHEMATICS

Student Group	School									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W			
Stud. w/ Disab	3	-	-	-	-	-	-	-	-	13,314	98	3	9	26	62	47.4	45.0	11,593
LEP/FLEP	4	-	-	-	-	-	-	-	-	3,741	99	5	13	23	59	47.1	55.0	2,959
Low-Income	24	100	50	33	17	0	95.8	63.0	23	22,948	99	7	18	31	44	56.0	47.0	20,777
African-Amer.	28	100	46	43	11	0	97.3	64.0	27	6,157	98	6	18	31	45	54.5	50.0	5,510
Hispanic/Latino	9	-	-	-	-	-	-	-	-	9,686	98	6	16	29	49	52.4	48.0	8,601
Male	17	100	47	41	12	0	97.1	N/A	17	37,564	99	21	27	27	25	72.2	49.0	35,190
Female	21	100	38	38	24	0	94.0	80.0	20	35,567	99	20	30	28	22	73.5	52.0	33,784
Title I	38	100	42	39	18	0	95.4	64.0	37	17,413	99	8	19	31	42	56.8	48.0	15,864
Non-Title I		-	-	-	-	-	-	-	-	55,718	99	24	31	27	18	77.8	51.0	53,110
Non-Low Inc.	14	100	29	50	21	0	94.6	N/A	14	50,183	99	27	33	26	14	80.5	52.0	48,197
LEP	1	-	-	-	-	-	-	-	-	2,485	98	3	9	20	68	41.0	55.0	1,786
FLEP	3	-	-	-	-	-	-	-	-	1,256	99	9	21	31	40	59.2	56.0	1,173
1st Yr LEP*		-	-	-	-	-	-	-	-	508	99	-	-	-	-	-	N/A	N/A
Multi-race - Non-H/Latino	1	-	-	-	-	-	-	-	-	1,299	99	22	25	28	25	71.5	49.0	1,217
2009 Total	38	100	42	39	18	0	95.4	64.0	37	73,170	99	20	28	28	23	72.8	50.0	68,985
2008 Total	38	100	29	37	34	0	88.2	66.5	38	73,365	99	19	30	27	24	72.0	51.0	67,531

GRADE LEVEL 8 - SCIENCE AND TECHNOLOGY/ENGINEERING

Student Group	School									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W			
Stud. w/ Disab	3	-	-	-	-	-	-	-	-	13,243	97	1	10	36	53	49.1	N/A	N/A
LEP/FLEP	4	-	-	-	-	-	-	-	-	3,728	98	0	7	30	62	40.7	N/A	N/A
Low-Income	24	100	0	21	67	13	70.8	N/A	N/A	22,825	98	1	15	43	40	52.8	N/A	N/A
African-Amer.	28	100	0	21	68	11	71.4	N/A	N/A	6,135	98	0	13	43	44	50.2	N/A	N/A
Hispanic/Latino	9	-	-	-	-	-	-	-	-	9,611	98	1	12	40	48	48.3	N/A	N/A
Male	17	100	0	12	76	12	67.6	N/A	N/A	37,461	99	5	36	39	21	71.0	N/A	N/A
Female	21	100	0	19	67	14	70.2	N/A	N/A	35,482	99	4	34	42	20	69.3	N/A	N/A
Title I	38	100	0	16	71	13	69.1	N/A	N/A	17,315	98	1	16	43	41	52.6	N/A	N/A
Non-Low Inc.	14	100	0	7	79	14	66.1	N/A	N/A	50,118	99	6	44	39	11	78.1	N/A	N/A
LEP	1	-	-	-	-	-	-	-	-	2,478	98	0	4	23	73	35.2	N/A	N/A
FLEP	3	-	-	-	-	-	-	-	-	1,250	98	1	15	43	41	51.8	N/A	N/A
1st Yr LEP*		-	-	-	-	-	-	-	-	508	99	-	-	-	-	-	N/A	N/A
Multi-race - Non-H/Latino	1	-	-	-	-	-	-	-	-	1,297	99	5	35	42	19	70.1	N/A	N/A
2009 Total	38	100	0	16	71	13	69.1	N/A	N/A	72,982	99	4	35	40	21	70.2	N/A	N/A
2008 Total	38	100	0	26	68	5	71.1	N/A	N/A	73,203	99	3	36	39	22	69.1	N/A	N/A

ALL GRADES - ENGLISH LANGUAGE ARTS

Student Group	School									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W			
Stud. w/ Disab	27	100	4	48	41	7	76.9	N/A	16	89,677	98	2	26	42	29	67.8	40.0	66,224
LEP/FLEP	15	100	0	67	33	0	88.3	N/A	11	36,592	98	3	27	43	27	64.8	51.0	23,482
Low-Income	136	100	13	65	18	4	91.0	75.0	85	157,793	99	5	40	39	16	75.5	45.0	118,989
African-Amer.	148	100	10	65	22	3	90.0	71.0	87	40,098	99	6	41	38	15	76.3	48.0	30,107
Asian	2	-	-	-	-	-	-	-	-	24,556	99	26	48	20	6	89.5	60.0	18,925
Hispanic/Latino	52	100	17	71	10	2	95.2	75.0	34	68,042	98	5	36	40	19	72.6	46.0	49,717
Native American		-	-	-	-	-	-	-	-	1,346	98	9	48	32	10	81.7	47.0	1,089
White	3	-	-	-	-	-	-	-	-	354,294	99	19	55	21	5	90.2	50.0	288,750
Male	93	100	12	66	18	4	90.1	71.0	58	256,002	99	12	50	28	10	84.2	47.0	201,735
Female	115	100	12	69	17	2	93.0	75.0	68	242,663	99	21	52	22	6	88.9	53.0	194,583
Title I	208	100	12	67	18	3	91.7	71.5	126	133,053	99	5	39	40	16	75.0	46.0	98,091
Non-Title I		-	-	-	-	-	-	-	-	365,612	99	20	55	20	5	90.7	51.0	298,227
Non-Low Income	72	100	11	71	17	1	93.1	67.0	41	340,872	99	21	56	19	4	91.6	52.0	277,329
LEP	3	-	-	-	-	-	-	-	-	24,008	98	1	18	46	35	57.2	48.0	13,474
FLEP	12	100	0	67	33	0	89.6	N/A	10	12,584	99	7	44	38	11	79.3	54.0	10,008
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-	9,766	99	16	49	27	8	85.8	50.0	7,341
2009 Total	208	100	12	67	18	3	91.7	71.5	126	499,025	99	16	51	25	8	86.5	50.0	396,371
2008 Total	174	99	11	68	18	3	91.8	70.0	158	501,261	99	14	50	27	9	85.2	50.0	329,788

ALL GRADES - MATHEMATICS

Student Group	School									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W			
Stud. w/ Disab	27	100	7	41	48	4	77.8	N/A	16	89,871	98	4	16	33	47	56.9	43.0	66,303
LEP/FLEP	15	100	13	53	33	0	90.0	N/A	11	36,981	99	8	21	33	38	59.2	49.0	23,757
Low-Income	136	100	32	36	31	1	89.3	85.0	84	158,289	99	9	24	36	31	64.5	44.0	119,659
African-Amer.	148	100	28	43	28	1	90.0	82.0	86	40,235	99	8	23	37	32	62.7	46.0	30,260
Asian	2	-	-	-	-	-	-	-	-	24,624	100	42	31	19	8	87.6	60.0	18,987
Hispanic/Latino	52	100	29	46	25	0	92.8	80.0	34	68,363	99	8	22	35	35	61.4	44.0	50,091
Native American		-	-	-	-	-	-	-	-	1,351	98	13	29	34	24	70.1	47.0	1,090
White	3	-	-	-	-	-	-	-	-	354,557	99	27	36	26	11	83.0	51.0	289,352
Male	93	100	28	51	20	1	93.0	84.0	57	256,497	99	24	32	28	17	78.1	50.0	202,538
Female	115	100	30	37	34	0	88.7	81.5	68	242,977	99	23	33	29	15	78.9	50.0	194,984
Title I	208	100	29	43	28	0	90.6	82.0	125	133,536	99	9	25	37	29	65.0	46.0	98,715
Non-Title I		-	-	-	-	-	-	-	-	365,938	99	29	35	25	11	83.5	51.0	298,807
Non-Low Income	72	100	22	56	22	0	93.1	78.0	41	341,185	99	30	36	25	9	85.0	52.0	277,863
LEP	3	-	-	-	-	-	-	-	-	24,378	99	5	17	32	46	53.1	48.0	13,727
FLEP	12	100	17	58	25	0	93.8	N/A	10	12,603	99	14	29	34	23	70.8	52.0	10,030
1st Yr LEP*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Multi-race - Non-H/Latino	3	-	-	-	-	-	-	-	-	9,774	99	23	31	29	17	77.5	49.0	7,350
2009 Total	208	100	29	43	28	0	90.6	82.0	125	499,717	99	23	32	28	16	78.5	50.0	397,572
2008 Total	175	100	24	46	26	5	87.1	78.0	159	501,976	99	24	31	28	17	77.7	50.0	330,279

CODE OF CONDUCT

High Standards for Academics, High Standards for Behavior

SAFE AND ORDERLY ENVIRONMENT

The Edward W. Brooke Charter School is unequivocally committed to providing a safe and orderly environment in which students can maximize their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen; therefore, we cannot over-emphasize the importance of providing a firm and consistent discipline policy. Students and families have a right to attend a safe and orderly school. Therefore, for every infraction, there will be a consequence. This is the basis of our student code of conduct.

SCHOOL-RELATED DISCIPLINARY OFFENSES

Below is a description of school-related disciplinary offenses for which a student may be subject to in-school suspension, out-of-school suspension, or expulsion. A school-related disciplinary offense refers to the violation of this code occurring:

- while the student is on school grounds;
- during a school-sponsored activity;
- on the school bus; or
- during events sufficiently linked to school.

Classroom consequences

For infractions of our community expectations, teachers will enforce their own classroom consequences. Classroom teachers will explain these systems to their parents during open house and also in writing. These classroom consequences can include loss of privileges, including, but not limited to students sitting silently or away from their peers during class or during snack time; recess, co-curricular, or lunch detention; performing extra service for the school, either during, or outside of school hours; and missing school events, trips, or activities.

Community Violations

If a student commits a serious infraction of our core values, the student will receive an immediate Community Violation. These serious infractions include

- disrespect of an adult, including rolling eyes or other such body language, defiance, or rudeness;
- disrespect of a fellow student, such as name-calling, insulting, gossiping, or excluding;
- disrespect of the school, such as drawing on a table, taking school supplies without permission;
- use of inappropriate language; and
- repeated disruption of class.

Upper elementary students who receive a community violation will lose community privileges for each community violation that they receive. Community privileges include sitting with classmates during class time, snack, breakfast, and lunch and attending recess. Additionally, students who have received a community violation in a week will not be able to attend community meeting that Friday afternoon. These consequences are printed on each upper elementary community violation form. Fifth grade students will also earn a 90 minute after-school detention for each community violation. If a student is unable to stay for detention that day or the next day, the student will instead be suspended for one day.

Students who receive 3 community violations in one day will earn a day of suspension. Any fifth grade student who receives six community violations in a week will earn a day of suspension.

Parent will receive a phone call home for each community violation; the phone call will be made by the child, the classroom teacher, the teacher who issued the violation, or the Dean of Students. Community Violations can be given by any adult within the building.

Community violations must be signed by a parent and returned the next day. Failure to return a signed community violation may result in an additional community violation or a request for a meeting. Signed community violations are kept in the Dean of Student's office.

A copy of an upper elementary community violation follows this page.

Community Violation Upper Elementary

Student Name: _____ **Violation of the Day:** _____

Date: _____ **Teacher:** _____

At the Edward W. Brooke Charter School, we have high expectations for student behavior. The student named above has violated the community expectations that we hold. The following student choices led to this Community Violation.
Teacher notes:

The student should reflect on these choices on the back of this paper. This sheet must be signed by the student and the parent and returned to school the next day.

If a child makes continued or serious inappropriate choices, he or she will receive a **Community Violation**. The student will need to remove him or herself from the rest of the community and complete the reflection section on the back of the Community Violation form.

A parent needs to sign this Community Violation sheet tonight and return it with the scholar the next school day. Unsigned Community Violations may result in another Community Violation.

Fifth grade scholars will earn an after-school detention for each community violation received.

Each community violation will result in a loss of community privileges for 24 hours. During this time, the student will not be allowed to eat lunch, breakfast, or snacks with the rest of the class. The scholar will not be allowed to attend recess. The scholar will also not be able to attend the next community meeting.

Three community violations in a day will result in an automatic one-day suspension. Additionally, grossly inappropriate choices such as stealing, disrespecting an adult, cheating, inappropriate contact, and tantrums will result in an immediate suspension instead of a community violation.

Student Signature

Parent Signature

Community Violation – Upper Elementary

STUDENT REFLECTION (Answers must be written in paragraph form, using proper spelling and punctuation, and neat handwriting.)

I hurt our community with my choices today. I need to reflect on my choices. What hurtful choice did I make? Which core value did I choose to ignore?

What positive choices can I make to help rebuild our community?

Out-of-School Suspension

If a student commits one of the infractions listed below, the student will receive an out-of-school suspension rather than receiving a Community Violation. Before the student is returned to class, the student, his or her parent or guardian, and Dean of Students will meet in order to address the student's behavior and plan for improvement. Infractions include:

- Gross disrespect of a fellow student, staff member, or school property
- Fighting, pushing, shoving, or unwanted physical contact
- Making verbal or physical threats, empty or otherwise
- Damaging, destroying, or stealing personal or school property or attempting to do so
- Using abusive, vulgar, or profane language or treatment
- Forgery of any sort, including parental signatures
- Cheating or plagiarism, or copying of anyone else's work
- Committing sexual, racial, or any form of harassment or intimidation
- Skipping school or class
- Intentionally leaving class (or wherever the students should be) without permission
- Using or possessing over-the-counter medication inappropriately
- Using or possessing tobacco products
- Setting off false alarms or calling in groundless threats
- Gambling
- Departing, without permission, from class, floor, building, or school-sponsored activity
- Repeated and fundamental disregard of school policies and procedures

Expulsion

Under certain circumstances, students may be subject to suspension and/or expulsion by the Co-Director as explained below.

- a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Co-Director.
- b) Any student who assaults a principal, administrator, teacher, associate teacher or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the Co-Director.
- c) Any student who is charged with a violation of either paragraph a) or b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Co-Director.

After said hearing, the Co-Director may, in her discretion, decide to suspend rather than expel a student who has been determined by the Co-Director to have violated either paragraph a) or b).

- d) Any student who has been expelled from the school pursuant to these provisions shall have the right to appeal to the other Co-Director. The expelled student shall have ten days from the date of the expulsion in which to notify the other Co-Director of the appeal. The student has the right to counsel at a hearing before the other Co-Director. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the Co-Director a written statement of the reasons for said expulsion.

Students should note that the definition of "assault" includes not only harmful or offensive contact, but also threatening such contact.

In addition to those categories provided by state statute (listed above), students may face expulsion as a result of the following infractions:

- Repeated or excessive out-of-school suspensions
- Repeated and fundamental disregard of school policies and procedures
- Possession, use, or transfer of drugs and alcohol
- Assault against fellow students or other members of the school community
- Destruction or attempted destruction of school property including arson

It is in authority of the Co-Director to suspend or expel a student who has been charged with a felony if the Co-Director determines that the student's continued presence would have a detrimental effect on the general welfare of the school. See M.G.L. c.71, § 37H ½.

In addition to any of the preceding infractions, any breaches of Federal law, Massachusetts State law, or bylaws of the City of Boston, may be handled in cooperation with the Boston Police Department and may result in expulsion.

PROCEDURES FOR SUSPENSIONS AND EXPULSIONS

Suspensions and Expulsions

In the case of suspension or expulsion, the student will be removed from class or school, and will be sent to the Main Office or another designated school location, following which, the student's parent or guardian will be notified of the incident by the school.

I. *Short-Term Suspension*

Unless a student presents a danger or risk of substantial disruption to the educational process, the student shall receive the following prior to suspension of one to ten days:

- a. oral or written notice of the charges;
- b. if the student denies the charges, an oral or written explanation of the evidence against him/her; and
- c. an opportunity to present his/her version of the relevant facts.

In the case of danger or a risk of substantial disruption, this process will occur immediately after rather than before the suspension.

II. *Expulsion or Long-Term Suspension*

For expulsion or suspension longer than ten days, the student shall receive:

- a. written notice of the charges;
- b. the right to be represented by a lawyer or advocate (at the student's expense);
- c. adequate time to prepare for the hearing;
- d. the right to present witnesses and to cross examine witnesses presented by the school; and
- e. a reasonably prompt, written decision including specific grounds for the decision.

The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request.

Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.

A. *The role of the Co-Director and Board of Trustees in Suspension and or Expulsion*

The Co-Director, pursuant to M.G.L. c.71, §37H or M.G.L. c.71, §37H½, is vested with the authority to suspend and/or expel students in the following four circumstances:

1. Student possession of dangerous weapon;
2. Student possession of controlled substance;
3. Student assault of educational personnel; or
4. Student charged with or convicted of a felony.

All decisions by the Co-Director regarding suspension or expulsion of a student for any of the above-cited [four] reason(s) are subject to review by the other Co-Director.

Expulsion for all offenses except for the four listed above, must involve both Co-Directors. Expulsion shall be defined as permanent exclusion from Edward Brooke Charter School. Upon receipt of the recommendation of both Co-Directors, the board of trustees will consider the expulsion of a student as provided for in M.G. L. c. 76, §16 and § 17. The following procedures will apply:

1. The Co-Directors may commence an expulsion proceeding before the board by providing the board with notice of the reasons for the proposed expulsion.

2. Prior to any decision by the board to expel a student, the student will be provided with written notice of the following:
 - a. Charges and a statement of the evidence;
 - b. Date, time, and place of a hearing;
 - c. Notice of the right at the hearing to:
 - i. be represented by legal counsel (at the student's/parent's own expense)
 - ii. present evidence
 - iii. confront and cross-examine witnesses
3. Hearings to consider the expulsion of a student will be held in executive session unless the student or parent requests an open hearing.
4. A student and/or parent, upon request, will have the right to review the student's records in accordance with the Massachusetts Student Records Regulations or other applicable law.
5. The decision by the board will be in writing and the controlling facts upon which the decision is made will be stated in sufficient detail to inform the parties of the reasons for the decision.

With Respect to Special Needs Students

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the Director of Student Support.

COMPLAINT PROCESS

Both the school and the Board work in conjunction with one another to hear and resolve any complaints. If a problem arises, both the school and the Board encourage the complainant to address the problem directly with the staff member(s). If the complainant is dissatisfied with the proposed resolution by the appropriate faculty or staff member, the complaint should be delivered in writing to the Co-Director, following which a meeting should be scheduled with that Co-Director. The Co-Director will receive a written report from the appropriate faculty or staff member. After reviewing the written statements by the staff member and the complainant and undertaking any additional investigation deemed necessary by the situation, the Co-Director will present an appellate decision to the complainant. Co-Directors will not hear complaints that have not followed this procedure.

If the situation has still not been resolved, the Board encourages attendance at the next regularly scheduled meeting of the Board of Trustees. The board will not hear complaints that have not first followed these procedures. This complaint is not an appeal, and therefore, the Board does not need to issue a decision in response to the complaint. If this meeting does not resolve the relevant complaint, the complainant should follow the guidelines set by M.G.L. c. 71, § 89(jj) and 603 CMR 1.10.

If an individual believes that the school has violated any provision of the charter school law or regulations, he or she may file a formal complaint with the Board of Trustees. After receiving the complaint, the Board must send a written response to the individual within 30 days. 603 CMR 1.10(2). If the Board does not address the complaint to the individual's satisfaction, the individual may submit the complaint to the Commissioner of Education. 603

CMR 1.10(4). A parent/guardian may file a complaint with DESE at any time if he or she believes that the school has violated any federal or state law or regulation. 603 CMR 1.10(6).

MISCELLANEOUS GUIDELINES

Field Trips

The school's curriculum may sometimes require outside learning experiences. During these activities, it is important for all students to be responsible for their behavior since the site of the activity is a temporary extension of the school grounds. A permission slip that allows students to attend each school field trip will be sent home prior to the trip and should be signed by a parent or guardian. Students who fail to return the signed slip – or who are not permitted to attend the particular trip as a result of a loss of privileges – will not be eligible to participate, and will be required to remain either in another classroom or in the office during the field trip. If parents or other volunteers assist with field trips, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. Inappropriate behavior may result in community violations, suspension, or loss of field trip privileges.

Forgery

Shared information and constant communication among teachers, students, and parents are crucial to the success of the school. Progress regarding academic and behavioral performance will be conveyed through a variety of means, including progress reports and report cards, to be brought home by students, signed by parents, and returned by students the next school day. Students who forge their parent or guardian's signature, or forge parental or guardian approval on any official or unofficial school communication, including community violations, may face an out-of-school suspension.

IN THE CLASSROOM

Daily Student Life

ATTENDANCE POLICY

In order for our academic program to be successful, it is absolutely essential that students be present in school on a consistent basis. The attendance policy at Edward W. Brooke has been formed in order to ensure that this remains the case. Therefore, any student who misses more than 15 days of school over the course of a school year will be automatically recommended for retention in their grade level. The school reserves the right to make exceptions to this policy in the instance of an extended absence due to medical reasons. Additionally, if a student accrues an excessive number of absences, the Director of Operations will contact a Truant Officer to assist in resolving the situation.

Parents and guardians are expected to call the school as early as possible but no later than 7:30 A.M. if their child will not be attending school for any reason. Earlier, written permission is both welcome and appreciated. Calls should be made as far in advance as possible and can be left on the school's main voice mail or on the classroom teacher's voice mail. If a student is not in homeroom and the school has not been notified that he or she will be absent, his or her parent or guardian will be called at home and/or work. In phone calls,

voice mails, and notes, please indicate your child's name, your relationship to the child, and the reason for and date(s) of the child's absence.

Students will be held accountable for work missed due to suspension, vacation, or absences. Work may not be provided in advance of absences.

All questions regarding student attendance and attendance records should be directed to the school's Office Manager.

Students who are absent from school cannot attend or participate in any other school-sponsored activities occurring on the day of the absence, unless advance permission has been given by the school.

According to M.G.L. c. 76 and c. 72, § 8, all students under 16 are expected to be in school. Edward W. Brooke Charter School operates in compliance with Department of Transitional Assistance requests and requirements.

LATENESS

Parent must escort late students to the Main Office to sign in, before proceeding to their classroom. If a parent drops the student off but does not come into school, the student will have to remain in the main office until the parent returns to sign the student in. Late arrivals disrupt class for all students in the class and therefore should be avoided if possible. Students who are not in class and ready to learn at 7:45 will receive a recess detention for that day. Three late arrivals will count as the equivalent of one absence for the purposes of our attendance policy.

EARLY DISMISSAL POLICY

Unless a parent or guardian has contacted the school in advance and provided a signed note to the school explaining the situation, and the school has granted permission, no student will be dismissed early from school. In addition, the parent or guardian must sign the student out with the Main Office before removing the student from school grounds.

In order to minimize disruptions to class, we ask that notification regarding early dismissals be made as far in advance as possible, but no later than 7:45 A.M. of the day of the early dismissal. We also ask that doctor and dentist appointments be limited to non-school hours to avoid students missing class time. Parents should inform the classroom teachers of early dismissals in written form by sending a note in the child's Life Work folder. Teachers will then be responsible for having the student sitting in the Main Office at the requested time in order to minimize disruption to class time.

The school will record dismissals before 12:00 PM as absences. The school will record dismissals after 12:00 PM but before 3:55 PM as present but dismissed early. In general, students must be present for at least ½ of the allotted instructional time on a given day in order to be considered present.

SNOW CLOSINGS

In the event of poor weather conditions such as heavy snow, please listen to your local television or radio stations for relevant information regarding school cancellation. Edward W. Brooke Charter School follows the exact same cancellation policies as Boston Public Schools, so if Boston Public Schools is closed, so is Edward W. Brooke Charter School.

LIFE WORK

Life work will be sent home nightly inside of the Life Work Folder. Students are expected to complete their life work independently in the upper elementary grades. Parents are welcome to go through each assignment with their child and check the work, but they are not required to review and sign it like they are required to in the primary grades. Reviewing life work with your child and helping on the areas that are difficult can show our scholars how much their parents value academic success and also offers them additional academic tutoring; however, if a parent always completes a child's life work with him/her, it does not teach the child independence. We do ask parents to help time their child on fact power so that we can ensure that our students are completing the required problem in the proper time period.

Students will not be excused from completing homework assignments for any reason. If a student has an absence, the student will need to complete the homework no later than one day after returning to school (unless the teacher has given approval for an extension).

Students who do not turn in life work will lose community privileges. This may include missing learning time, field trips, community meetings, and other activities. Additionally, if a child accumulates a significant amount of missed life work, that child will be required to attend a Saturday life work session to make up the missed work. Please contact your child's teacher for more information on life work policies.

STUDENT SUPPLIES

The easiest way to manage supplies in elementary classrooms without disrupting classroom time or having unprepared students is to have shared supplies within the classroom. We are asking parents to donate the following supplies during the first two weeks of school.

- 48 pencils
- 2 erasers (regular pink rectangular erasers)
- 1 box of highlighters
- 24 pens (red or black)
- 5 bottle anti-bacterial gel (no-wash hand cleanser)
- 2 boxes of tissues
- 4 packets of dry erase markers
- Clean old socks (to use for erasing whiteboards)

These supplies will be collected by the teacher and passed out to students as they need them throughout the school year. If we receive all our supplies in the first month, we hopefully won't have to ask for supplies again this year. Please do not write your child's name on these supplies because the supplies will belong to the homeroom instead of to any individual

child. Parents are welcome to choose whatever brand they would like for the above items and are also welcome to bring more than the suggested number of each item above. We can always use more supplies!

If your child has special art supplies (for instance, a pack of stamping markers or a jumbo souvenir pencil), please leave them at home unless the teacher specifically requests that students bring in additional supplies.

In order to complete life work, students should have the following materials at home because supplies will not be sent home: paper, pencils, markers, crayons or colored pencils, scissors, and glue or tape.

TOYS, CELL PHONES, and ELECTRONIC DEVICES

Students will not have an opportunity to play with toys during the day so they should be left at home. Students who bring inappropriate items to school, including, but not limited to, toys, portable music devices, laser pointers, beepers, and pagers, will have such items confiscated. These confiscated items will not be returned to students; a parent or guardian will be required to come to the school to retrieve them. Students are not permitted to bring toys to recess.

Students with cell phones must keep their cell phones OFF during the course of the school day. Students found to be using a cell phone or who have a cell phone turned on during the school day will have it confiscated, and it will not be returned to the student; a parent or guardian will be required to come to the school to retrieve it. Given that the school does not have lockers, we encourage all students not to bring non-essential items of value to school – monetary or otherwise – since they cannot be securely stored. The school is not responsible for lost or stolen items.

STUDENT DRESS POLICY

We show respect for our appearance and our cohesion as a community through our uniforms. Students in our community are expected to follow the school dress code in order to be allowed in class. Students are to wear the following uniform:

The uniform for all students is as follows:

- *navy blue polo shirt with school logo* (long-sleeve or short-sleeve). Light blue shirts are not permitted for the 2010-2011 school year. Homeroom t-shirts are also permitted.

and

- *khaki-colored dress pants or shorts*, straight leg or regular fit only (such as Dockers). No flare, cargo, or wide-legged pants are permitted. Cargo pants are pants that have more than one pocket on the legs of the pants. Pants cannot have designs on them and must be plain khaki. Pants may not be worn below the top of the hips.
- *In place of pants, girls may wear a khaki skirt, knee-length or longer, or a khaki skort. Girls may wear navy or white plain tights. Tights with patterns or other colors are not permitted. Leggings (tights that do not cover the feet) are not permitted. Girls wearing skirts must wear shorts underneath.*

Students may also wear a navy blue sweater (no logos) or a navy blue sweatshirt with the school logo over their uniform shirt in colder weather. The collar of the polo shirt must be seen while students are wearing sweaters or sweatshirts. Student will not be able to wear coats during class. Students may not wear hooded sweaters or sweatshirts. We ask parents to write the initials of their child on the tags of sweater, and teachers will mark the tags of sweaters with initials if we notice that they are not marked. This is to prevent students from losing their sweaters.

Students may wear only white or gray undershirts beneath their polo shirts.

Middle school students wearing pants or shorts must also wear a solid black or brown belt. In the elementary grades, if students wear a belt, the belt must be brown or black. Students should not wear belts that they cannot undo independently, as this can lead to bathroom accidents.

Shoes:

Students may wear solid black or white sneakers with absolutely no color or logos on them. Students may not wear shoes with wheels or lights and may not wear boots during the school day, although snow or rain boots can be worn to and from school. Students must wear socks, and if the socks are visible, then they must be a plain black, white, gray, or navy. Students may not wear sandals.

Hats, Bandanas, Wave Caps, Earrings, Chains, and Braids:

Once students enter the school building, the wearing of hats, bandanas, or wave caps is not permitted. Hats, bandanas, or wave caps worn inside school building will be confiscated. If earrings are worn, they must be simple studs only (no large, hoop, or dangling earrings). Chains must be worn underneath students' shirts at all times. Jackets, overcoats, or any clothing tied around the waist or neck is not permitted. Students may wear their hair in braids but are not allowed to unravel their hair during the school day as this is a distraction to our

learning environment. Students may not wear disruptive jewelry, such as talking or beeping watches. Students may not wear bracelets or fake nails. Rings can interfere with young students learning proper handwriting so students may not wear rings in the primary grades.

Students who are out of uniform will not be permitted to attend class and will remain in the Dean of Students' office until the student is in uniform. If a student is wearing tights or an undershirt that is out of uniform, the child will be required to remove them and parents will not be contacted.

Physical Education Attire (Middle School Only)

Elementary students are not permitted to wear gym uniforms.

Purchasing Uniforms

School uniform shirts are available for purchase through the J.B. Edwards uniform company at 745 South St. in Roslindale. Families can call J.B. Edwards at (617) 323-8832 to order their uniform. Please purchase your uniforms early because they often sell out in the weeks before school starts.

If you would like to purchase from Lands' End, clothing can be ordered by calling a Kids' Uniform operator at 1-800-469-2222. To order clothing with the logo, you will need to give the operator the school's logo number, which is 0246200k. When ordering from Lands' End, please be sure to give them our school's "preferred school number," which is #9000-7631-6. When this number is given to the operator, 3% of the sale proceeds are passed on to the school.

Bathroom Accidents

Parents of kindergarten students and of older students with a record of bathroom accidents are required to send an extra pair of pants, extra underwear, and an extra pair of socks to school and the extra clothes will be kept in the child's cubby at school. Accidents sometimes occur during our long school-day, even for students who do not normally have accidents, and your child can quickly and easily change clothes only if parents have provided a change of clothes in their child's backpack. If a child has an accident and does not have a change of clothes, that child will be required to sit or stand in the office until someone can bring a change of clothes for the student.

Additionally, please consider donating your child's used uniform pieces when he or she outgrows them; this ensures that we have sufficient extra uniform pieces at school and will enable us to provide recycled uniforms at a lower cost to some families.

EWBCS UNIFORM VIOLATION RESPONSES

**Only applies to middle school student*

Violations that Teachers Will Address Directly

Uniform violation	Response
Student is wearing wrong color undershirt (not white or grey)	Send student to the bathroom to take it off. If student is uncomfortable taking off undershirt, send to the Dean's office to call parents. *Student receives a demerit
Student is wearing stockings that are not white or blue (leggings are not allowed, stockings must go around the foot)	Send student to the bathroom to take them off. If student is uncomfortable taking off wrong color stockings or leggings, send to the Dean's office to call parents. *Student receives a demerit
Student is wearing hoop earrings, any facial piercings, or excessive jewelry	Have student take them off. If student is uncomfortable taking off hoop earrings, send to the Dean's office to call parents. *Student receives a demerit
*Student has shirt un-tucked (use your discretion if the back of the shirt is un-tucked)	*Have student tuck in shirt. *Student receives a demerit
*Student has the bottom of their pants tucked under the tongue of their sneakers. (use your discretion if it's possible it was unintentional)	*Have student pull bottom of pants over their sneakers. Student receives a demerit
Student wearing a hat in the building	Have student remove hat. *Student receives a demerit
Student is wearing pants too low	Have students pull up their pants. *Student receives a demerit

Violations that the Dean of Students Must Address

Uniform violation	Response
Student is wearing polo shirt without the EWBCS logo	Send to the Dean's office to call parents. *Student receives a demerit
Student is wearing wrong color socks (not black, white, grey, or navy blue)	Send to the Dean's office to call parents. *Student receives a demerit
Student is wearing cargo pants, shorts, or skirt (pockets and zippers on the side)	Send to the Dean's office to call parents. *Student receives a demerit
Student is wearing a skirt that does not reach the knees in the front and back	Send to the Dean's office to call parents. *Student receives a demerit
Student is wearing pants, skirt, or shirt that are excessively tight	Send to the Dean's office to call parents. *Student receives a demerit
Student is not wearing sneakers that are 100% white or black (shoes and boots are not allowed/snow & rain boots are allowed in the winter but must be taken off immediately after entering school)	Send to the Dean's office to call parents. *Student receives a demerit
Student is not wearing gym uniform on days that they have gym or dance. Student is wearing gym uniform w/o the EWBCS logo	Send to the Dean's office to call parents. *Student receives a demerit
*Student is not wearing a belt	*Send to the dean's office to call parents. Student receives a demerit.
Student has written on or colored in any part of their uniform	Send to the dean's office to call parents. *Student receives a demerit

Middle school students will receive an automatic detention for any uniform violation if they have already received a demerit for a uniform violation that day

STUDENT SCHEDULES

Student Schedules

If we want students to learn more, we need to spend more time learning. Our longer school day and longer school year afford students this opportunity. Teachers set their own schedules in their classrooms and so the schedule will naturally change from room to room and from day to day. Classroom teachers can present you with far more information about the daily schedule during open house.

Early Release Wednesdays

Brooke students are dismissed at 12:20 every Wednesday, in order to provide teachers with regular times to meet and conduct professional development activities. Please note that lunch is not served and medications are not administered on early release days.

Clean School

Given the school's emphasis on responsibility, each student homeroom will be responsible for cleaning their classroom at the end of the day. While the school also employs a custodial staff, it is important that everyone in the school – students and staff alike – participate in daily cleaning activities, especially in assuring shared, common spaces are kept neat and clean.

HALLWAY BEHAVIOR

Hallways are shared spaces and carry noise. We ask that all students and adults using the hallway during the school days keep in mind that classes are disrupted by hallway noise. Classes should transition from one space to another silently, in a single file line, with their hands to their sides and not touching the wall, and towards the right side of the hall. Students in the hallway without permission will receive a Community Violation. Students who talk in the hallway during school hours will receive a community violation.

BATHROOM BEHAVIOR

In order to ensure that they are present in class to the greatest extent possible, students should make every effort to use the bathroom before school, during bathroom breaks, and after school. When it is necessary for students to use the bathroom during class time, students should follow their individual class's protocol for receiving bathroom permission.

Bathrooms are shared space, and students should treat their bathroom space with pride. Students should pick up after themselves, flush the toilets, and ensure that no paper products are left on the floor. Students should not bring anything with them to the bathroom, including writing instruments. Students who do not behave appropriately in the bathrooms will receive a community violation and will not be permitted to use the bathroom alone.

ASSESSMENT

In addition to traditional classroom assessment measures, we use a uniform assessment system to determine students' reading levels. In third grade, the Developmental Reading Assessment (DRA) will be administered at least three times a year. This one-on-one reading assessment gives teachers and parents important information regarding reading fluency, phonics development, and comprehension. The test will be administered to new students early in the school year and to all students at the end of each trimester. These results will determine the reading grade level that will be noted on the report cards. Starting in 3rd grade, students also take the MCAS tests for reading/English Language Arts and math. Students also take regular interim assessments, and the results of these tests will be shared with parents.

Progress Reports, Report Cards, and School-Parent Meetings.

Teachers and staff will use progress reports and report cards to communicate students' academic and behavioral performance. Progress reports and report cards will be sent home with students to be signed by their parents and brought back to school the next school day. In certain circumstances, a student's report card or progress report may not be distributed in class and may need to be picked up at the school by the student's parent or guardian. Parents will also be expected to meet with their children's teachers during the two Family-Teacher Conferences held each year in November and March. New families are also required to attend a conference before the start of the school year.

PROMOTION POLICIES

Three factors are considered in promotion decisions: attendance, overall reading level, and grade-level standard mastery, as cited on the report card.

Students who accumulate more than 15 absences during the school year will be considered for retention in their current grade-level. Please refer to the attendance policy section of this handbook for more details on this policy. Please note that absences resulting from out-of-school suspensions are not excused.

Students who are not reading on grade level by the end of the academic year are eligible for retention in the elementary school, and students who are reading more than half a year below grade level according to the final DRA test results will be automatically retained in their current grade-level. Parents of students who are in jeopardy of being retained will receive notice of this possibility in writing at the end of the second trimester.

Elementary students receive standard-based report cards that reflect student progress toward mastering the power standards for each grade level. Students are expected to master all standards by the end of each grade level. Elementary students are graded on a scale of 0 to 4.

- 0 – The student has no mastery of the standard.
- 1 – The student has minimal mastery of the standard and needs continued support.
- 2 – The student has partial mastery of the standard and needs minimal support.
- 3 – The student has grade level mastery of the standard and is able to work independently.
- 4 – The student has above grade-level mastery and is able to apply this standard in new situations.

Students who average below a 2.8 on literacy or math report card areas at the end of the year are eligible for retention, and students who average below a 2.4 in any area will be automatically retained. Parents of students who are in jeopardy of being retained will receive notice of this possibility in writing at the end of the second trimester.

Promotion recommendations are made by classroom teachers, and final promotion decisions will be made by the principal. The school reserves the right to make exceptions to this policy given special circumstances.

SUMMER SESSION

All students who are reading below grade level at the end of the academic year may be required to attend summer session. Summer session is an intensive, targeted instructional program that aims to develop reading, writing, and math skills in a small classroom setting. Students are required to wear uniforms during summer session. Summer session is provided free of cost, but parents are expected to provide transportation for their children. Attendance at summer school will not affect promotion decisions.

BUILDING SAFETY AND SECURITY

Edward W. Brooke Charter School

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school – teaching and learning – can take place.

CLOSED CAMPUS

Under no circumstances are students to leave the school building without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult. Students should be aware that the school has several neighbors and should be respectful and courteous of their needs. Once students have entered the school in the morning, they may not leave the building unless they are escorted by a school staff member or other authorized adult.

VISITOR POLICY

All visitors are required to report to the Main Office upon entering the building. Any visitor, including parents, who does not report to the office or is found in the building without authorization will be asked to leave immediately. Visitors should wear visitor stickers at all times to indicate that they have checked-in at the main office. Parents are encouraged to visit the school; parent involvement is discussed in more detail later in this handbook.

STUDENT SEARCHES

In order to maintain the security of all its students, Edward W. Brooke Charter School reserves the right to conduct searches of its students and their property. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent

possible, and that students and their families are informed of the circumstances surrounding and results of the search.

School cubbies and desks, which are assigned to students for their use, remain the property of Edward W. Brooke Charter School and students should, therefore, have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time.

FIRE SAFETY PROCEDURES

In case of an emergency – if a student or staff member sees fire or smells smoke—he or she should close the door and pull the fire alarm located at either end of the corridor. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of the staff, who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance.

During the first week of school, and frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

GENERAL SCHOOL INFORMATION

Edward W. Brooke Charter School

TO CONTACT US

Edward W. Brooke Charter School
190 Cummins Highway
Roslindale, MA 02131
Tel. 617-325-7977
Fax 617-325-2260
www.ebrooke.org

SCHOOL DAY

The regular school day for upper elementary will run on Monday, Tuesday, Thursday, and Friday from 7:45 a.m. – 4:00 p.m. On Wednesday, school will run from 7:45 until 12:20. The school building is open from 7:15 a.m. and closes at 6:00 p.m. Voice mail will be on automated attendant before 7:30 a.m. and after 6:00 p.m., though families should feel free to dial directly the appropriate extensions at any time.

STUDENT PHONE USE

The office phone is a business phone and should be used by students for emergencies only. The phones may not be used by students to arrange for delivery of any items, including signed progress reports, signed report cards, or missing homework assignments. If parents need to leave a message for their child, they should call the office, not the classroom phone.

to leave a message before 2:30 p.m. Students will not be called from class to the office to speak with a parent except in case of an emergency.

Students may not use the telephones in classrooms or in the office unless granted permission by a teacher or staff member. Generally speaking, students will not have opportunities to call home during the school day. Students may not use cell phones during the school day. Cell phones must be turned off during the school day.

FAMILY COMMUNICATION

It is vitally important that the school have methods of contacting parents or other family members at all times. This is of critical importance in case of emergency, illness, or behavior requiring immediate family contact. Parents are advised to notify the office of moves, changes of home or emergency telephone numbers, and/or places of employment.

In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Main Office.

PARENT INVOLVEMENT

Parental involvement in a child's educational life is critical to a child's success. We encourage parents to develop strong positive partnerships with the school.

Visiting Classes

Our school has an open door policy that allows parents to sit in on class during any time after the first few weeks of school. During the beginning of school, it is critical for students to transition into their new setting, and parental presence in the classroom can slow this process. After open house, we encourage parents to come into the classroom and see our amazing teachers and students at work. When observing in the classroom, parents are asked not to disrupt the education of their child or of other children or to attempt to conduct individual conversations with the teacher during instructional time. Parents who are disruptive to the educational process will be asked to leave. Parents need to sign in at the office before visiting a classroom and wear a visitor sticker while in the school.

Open House

On September 2nd at 6 p.m., we will be holding our upper elementary open house. All parents are required to attend the open house and are asked to bring their children to this event. At the open house, teachers will explain vital information about class rules and discipline systems, class specific policies, give an overview of the general daily schedule, and answer any general questions that parents have about the classroom. It is also an opportunity for children to give parents a tour of their new classroom. It will also give parents a chance to meet the entire elementary staff and meet parents of other students in the school.

Curriculum Nights

We are excited about our curriculum at the school and want to share what is going on in our classrooms. Throughout the year, we will hold parent curriculum nights, and we encourage

all parents who can attend to do so. We will send out a calendar at the start of the year that has all of the dates for the monthly curriculum nights.

Community Newsletter

Community newsletters will be sent home periodically throughout the school year. The newsletters will have critical information about upcoming school events, and parents are asked to read the newsletter carefully.

Parent Conferences

Parent-teacher conferences are a crucial component of our educational program. Parents are expected to attend conferences after each of the first two report cards are sent home and at other times as requested by the classroom teacher or principal. Parent conference days are scheduled for November 12 and March 17. Parents should plan on attending a 30-minute conference during that school day or at a pre-arranged time before or after school during that week.

Parent Input Sessions

Parents are always welcome to share any questions or concerns they have by directly calling the teacher or administrator involved. Parents will also have two formal sessions to provide input into the educational program. During these sessions, a Co-Director will receive input from parents on general educational issues and the school's Title I plan. All parents are invited to these Parent Input Sessions.

LOST AND STOLEN PROPERTY

We strongly encourage families to ensure that children do not bring valuable objects to school. Any items that students bring to school that may cause disruption will be confiscated at the school. We make every reasonable effort to return all personal property to the appropriate parent; however, the school is not responsible for replacing lost or stolen property, or compensating the family for the value of that property.

TRANSPORTATION

The school uses a combination of transportation methods to transport students to and from the school at 190 Cummins Highway.

Boston Public Schools Buses

The school uses Boston Public Schools (BPS) buses for eligible students. Eligible elementary students are those students who live 1½ mile or more away from the school.

The Boston Public School transportation department will send a notice to you about your bus stop location, time of pick-up and drop off, and bus number.

Please note that bus drivers will drop off students at the bus stop even when the parent is not there.

WHAT HAPPENS IF...

- You move during the school year? Please contact the main office and ask to speak to the school's program manager. We will submit your new address to the BPS transportation department in order for your child to receive a new transportation assignment.
- The bus is late? Students are not marked "tardy" if their school bus arrives at school late. Call the bus yard in order to have the dispatcher track the location of your child's bus.

Alternative Transportation

Parents may request a bus stop near their child's after school program, with certain restrictions. The requested stop must be on one of the school's regular bus routes, and there must be a seat available on the bus. Parents should be aware that BPS may not be able to assign a student to a requested alternative stop, and requests can take several weeks. You may contact the Program Manager for details and an application.

Transportation Accommodations

Special transportation service for students with disabilities is stated in their Individualized Education Plan (IEP) or Section 504 Plan. Some students receive door-to-door bus service. Other students with disabilities are picked up and dropped off at a corner near home, receive an MBTA pass, or walk to school. Some students with medical or physical conditions may receive door-to-door service by submitting a letter from the doctor to the principal. The school nurse will contact the doctor to discuss the appropriate transportation services for these students and the time limits of those services.

Denial of Transportation

We consider the school bus to be an extension of the classroom. That means that we have the same standards of behavior on the school bus. Students who violate the discipline code while on the bus may be disciplined and may be denied transportation, either for the remainder of the year or for a temporary suspension. The student is expected to come to school on the days when he or she is not allowed on the bus, unless the student has also been suspended from school.

Please note that parents are not allowed to get on the school bus or van to confront the driver, monitor, or any student. If parents have a problem with the school bus driver, monitor, or a student, they should inform the dean of students of the situation. School administration will then conduct an investigation into your complaint.

School buses and vans will drop students off at the school between 7:15 and 7:30 in the morning, and will bring students home at 4:00 in the afternoon. The buses and vans will drop off and pick up students in front of the school's main entrance doors (190 Cummins Highway), so there is no need to cross streets getting on and off the buses. Upon arrival, bus students are expected to go directly to the cafeteria. At dismissal, bus students are expected to wait in the classroom until the buses arrive. Once buses depart the school students who miss their afternoon bus due to their own negligence will need a parent to pick them up from school.

If you have any questions, comments, or concerns, the BPS transportation department can be called at 617-635-9520.

Student Pick-Up

Families who pick-up their students from school at the end of the school day are required to use the school driveway. Drivers can enter this driveway from Cummins Highway and drive around the back of the school where the main entrance is located. Families are asked to enter the pick-up queue no earlier than 3:55 so that we can avoid creating long traffic lines. Please wait in your car for your child; do not leave your car in the driveway and enter the building to pick up your child. The driveway is one-way, and if a car is left unattended, all cars behind it will be stuck. At 4:00, we will call students whose parents are waiting in the pick-up line, and those children will be brought out to their families' cars. On Wednesdays, dismissal begins at 12:20.

Parent who are walking to the school to pick up their children are asked to use the main entrance as well. Parents who are walking can pick up their children in the cafeteria starting at 4:00 on full days and at 12:20 on half-days.

If parents need to come into the building, we ask that they park in the lot on Cummins Highway, use the crosswalk at the intersection of Brown Avenue, and then walk down Brown Avenue to use the main entrance to the school. Parents who are picking up their children before 4:00 must park and then come into the building to sign out their children. School staff and families are not allowed to park on Brown Avenue.

Children can only be released to people who are on the approved pick-up list; therefore, parents should fill in all people who could possibly be picking up their child from school.

Student Drop-Off

Families who drive students to school in the morning are requested to drop their students off at the main entrance via the school driveway. Drivers can enter this driveway from Cummins Highway and drive around the back of the school where the main entrance is located. Please do not leave your car in the driveway to walk your child into the school. Only buses should drop students off on Cummins Highway.

For parents who would like to walk their children into the building, we ask that they park in the lot on Cummins Highway, use the crosswalk at the intersection of Brown Avenue, and then walk down Brown Avenue to use the main entrance to the school. School staff and families are not allowed to park on Brown Avenue.

Walkers

Families who have elected to have their child walk to and from school should notify the school in order to determine the availability and location of crossing guards.

Crossing Cummins Highway

Cummins Highway is a busy city artery, with high traffic volume. Students may never cross Cummins Highway unless escorted by an adult or unless they have received a walk signal at the crosswalk located at the intersection of Cummins Highway and Brown Avenue. Students who violate this rule will face severe consequences, up to and including suspension.

We ask that when parents cross Cummins Highway with their children, that they do so only at the crosswalk located at the intersection of Cummins Highway and Brown Avenue. Particularly at dismissal time, crossing at non-authorized areas creates a hectic and dangerous situation and sets a poor example for students.

Parking

There is a school parking lot located across the street from the school on Cummins Highway. Families may park in the parking lot at any time.

Cars may also be parked in any unrestricted area on Cummins Highway; however, cars may not be left unattended in the no-parking zone directly in front of the school. It is very important that this area remain unobstructed so that school buses can drop-off and pick-up students safely and without obstructing traffic.

Families may not park on Ada street, which is the private way located directly across the street from the school. The school also requests that families do not park on Brown Avenue out of respect for our neighbors.

SCHOOL BREAKFAST & LUNCH

The school participates in the National School Breakfast and Lunch Program, which provides free or reduced price meals and free milk to eligible students. At the beginning of the school year, each student will be given an application for families to complete. Once the student's application for free or reduced meals has been returned to the school, families will be notified by mail of their eligibility. All students receive free breakfast. Breakfast is served from 7:15 until 7:45. Students who arrive after 7:45 will not be served breakfast.

Students may either purchase lunch and milk from the school or bring their own lunches from home. Since school lunches are prepared off-site, the school must have an accurate number of meals that students wish to order and must place that order with the caterer one week in advance of the meal. Every month students will be given a menu and order form. Meals can be paid for a two-week period or for the entire month. Students are required to bring back the order and payment in an envelope on Monday of the next week. Due to the need to order the meals in advance, the school cannot accommodate last minute changes to the meal order.

Students are welcome to bring a lunch from home. They will not have access to a microwave to heat any lunches. Soda and candy are never permitted at school, even in lunches brought from home.

HEALTHY SNACK POLICY

Because we want to ensure that our students are healthy, we have a healthy snack policy. Students have a morning snack and an afternoon snack, and we always offer a fruit or other healthy snack (such as pretzels, whole wheat goldfish, vegetable chips, or baked wheat thins). Students do not need to bring a snack from home, but if they do bring a snack from home, it needs to be healthy. Examples of healthy snacks include fruit bar, granola bars, celery, carrots, strawberries, grapes, apples, and 100% fruit, dried fruit snacks. Examples of

unhealthy snacks include potato chips, Cheetos, cookies, fruit roll-ups, and cupcakes, even if the serving is in a 100-calorie pack. Please note that juice boxes are only permitted if they are 100% juice. If a snack is not considered healthy by the classroom teacher, he or she will ask the child to take the snack home and eat one of the school snacks instead.

FOOD ALLERGIES

The school will make all reasonable efforts to accommodate students with food allergies. Parents are required to inform the school of all food allergies and their severity. Once parents have informed the school, school officials will meet with the family in order to develop an Individual Health Care Plan. A parent of a child with food allergies is responsible for providing classroom snacks and lunch for his or her own child. These snacks can be kept in the classroom in a separate snack closet. Sharing or trading of food is prohibited for all students.

BIRTHDAY CELEBRATIONS

Please contact the classroom teacher to make arrangements for any birthday celebration. We cannot allow birthday celebrations to interrupt the academic day or allow birthday celebrations at lunch, considering that classes are eating all together in the cafeteria. Parents will be informed if there is a food allergy in the class; if such an allergy exists, we ask parents to be considerate and avoid that food product in birthday snacks. The birthday treat also needs to be easily consumed by dismissal at 4:00 so we recommend easy-to-eat treats such as cupcakes, popsicles, yogurt and granola cups, or fruit salads. There are 15 to 16 students in each primary class so please make sure that enough treats are provided.

Children may not distribute invitations to parties within the school building unless every member of the class is invited.

SCHOOL-WIDE POLICIES

MEDICAL RECORDS AND HEALTH SERVICES

Massachusetts state law requires all students enrolling in a new school to have a physical examination before entering the school. Before a student can enroll in the school, the school must have on file the following forms:

- **Massachusetts School Health Record.** This form contains records showing that the student has: 1) had a physical exam within the past year prior to the start of the school year; 2) up-to-date immunizations; and 3) had screening for vision, hearing, and scoliosis.
- **Authorization for Dispensing Medication in School Form.** If a child must receive medication during the school day, this form must contain the instructions and signature of the physician who ordered the medication and be signed by a parent or guardian.

- **Physician Information Release Form.** This form must be filled out and signed by a parent or guardian, so that the school may contact a student's physician in case of an emergency.
- **Office/Health Emergency Card.** This form provides important information about a student's emergency contacts, health care providers, and insurance. Most importantly, it gives the school permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached. No student will be allowed to enter school without having this form on file.

Health Services

The school's registered nurse will be at the school part-time to administer medication to students who require it during the school day, and to provide counseling on health-related issues, first aid to injured students, and care to ill students. In addition, the school has access to a consultant with the Boston Public Health Commission who serves as an advisor to the school on selected medical matters.

If a student requires medication while in school, the school must have on file an Authorization to Dispense Medication form, filled out by the student's physician. No student is allowed to bring medication to the school without the nurse's full knowledge. Students who have provided the school with medication dispensation authorization forms should bring the medication to the school on the first day, or contact to the school to make other arrangements.

This requirement applies to all medication, including Tylenol, aspirin, and asthma inhalers. If a student needs to take Tylenol or aspirin during the school day, the student must have on file the authorization signed by his or her physician and a parent or guardian, giving the school permission to administer the medication during the school year. In addition, each day the student needs the medication, he or she must bring the medication and a note from a parent or guardian: 1) giving the school nurse permission to administer the Tylenol or aspirin; and 2) informing the nurse when the child was last given the Tylenol or aspirin. If such authorization is not on file, the parent or guardian of the student must come to the school to administer the Tylenol or aspirin directly. If a student needs to have an asthma inhaler with him or her at school, the student must provide the school nurse with the order from his or her physician stating that the student needs to carry the inhaler. The order must also be signed by a parent or guardian, and the student must provide the nurse with a second inhaler that will be kept in the nurse's office.

While the school nurse is responsible for supervising the school's prescription medication administration program, the school has registered with the Department of Public Health a Board-approved plan that allows the delegation of the administration of medication to unlicensed school personnel under certain circumstances.

First Aid Provision and Medical Emergencies

Minor accidents, cuts, scrapes, and bruises will generally be treated at the school by the school nurse or by selected teachers and administrators. The school is not equipped to handle medical services beyond basic first aid. In the event that a child requires emergency medical care, a parent or guardian will be notified as soon as possible. If a parent, guardian, or other emergency contact cannot be reached, the school may need to initiate medical treatment.

Thus, it is essential that we have on file each student's Office/Health Emergency Card, which provides up-to-date contact information for parents and guardians, and which gives the school permission to initiate emergency medical treatment if a parent or guardian cannot be reached.

STUDENT RECORDS

(1) Standardized Testing

As is required by the state, all students in grades three through ten participate in the Massachusetts Curriculum Assessment System exams administered in April and May of each academic year.

From time to time, students may take other exams as well in order to measure their academic progress and may be asked to provide routine information.

(2) Student Records

a) General

Federal and state laws provide parents and eligible students (those who are age 14 or older) with rights of confidentiality, access, and amendment relating to student records. Copies of the Massachusetts Student Records Regulations ("Regulations"), detailing these rights, are available in the Main Office. The following is a general overview of the provisions in the Regulations.

Access and Amendment: A parent or eligible student has a right to access student records and to seek their amendment if the parent or eligible student believes them to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. In order to obtain access or to seek amendment to student records, please contact the building principal.

Confidentiality: Release of student records generally requires consent of the parent or eligible student. However, the Regulations provide certain exceptions. For example, staff employed or under contract to the school have access to records as needed to perform their duties. Edward W. Brooke Charter School also releases a student's complete student record to authorized school personnel of a school to which a student seeks or intends to transfer without further notice to, or receipt of consent from, the eligible student or parent.

Student & Family Directory Information: For the purpose of maintaining efficient contact with families and publicizing student and school accomplishments, Edward W. Brooke Charter School has a practice of releasing directory information, consisting of any of the following: the student's name, address, telephone listing, date and place of birth, dates of attendance, class, participation in recognized activities and sports, honors and awards, and post-graduation plans. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the Principal. Absent receipt of a written objection, the directory information will be released without further notice or consent.

Photographs, Video, Audio, Recorded Comments: For the purpose of publicizing student and school accomplishments, and/or documenting and studying teacher practice, Edward W. Brooke Charter School has a practice of recording student life through photography, video,

audio, or otherwise recorded comments. In the event a parent or eligible student objects to the release or publication of any of the above, the parent/eligible student may state that objection in writing to the Principal. Absent receipt of a written objection, any of the above may be released without further notice or consent.

Please see the Regulations for a description of other circumstances in which student records may be released without the consent of a parent or eligible student.

b) Access by non-custodial parents

Massachusetts General Laws c. 71, §37H (“Section 37H”) governs access to student records by a parent who does not have physical custody of a student. Generally, Section 37H requires a non-custodial parent seeking access to a student record to submit a written request and other documentation to the principal on an annual basis. Parents who have questions or concerns regarding access to records by non-custodial parents are requested to contact the Principal for detailed information regarding the procedures that must be followed under Section 37H.

Parents and eligible students have a right to file a complaint concerning alleged failures by a school district to comply with the requirements of the student records laws and regulations with the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. Complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

NONDISCRIMINATION

Edward W. Brooke Charter School does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to EWBCS on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement, as required by M.G.L. c. 71, §89(1); 603 CMR 1.06(1). Finally, no person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by EWBCS on the basis of race, sex, color, religion, national origin, or sexual orientation as required by M.G.L. c. 76, § 5.

HARASSMENT

Edward W. Brooke Charter School is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. Edward W. Brooke Charter School requires all employees and students to

conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Definition Of Harassment

In General. Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior, may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Sexual Harassment. While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with an individual's job duties, education or participation in extra-curricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Edward W. Brooke Charter School.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Trustees, subject to applicable procedural requirements.

GRIEVANCE PROCEDURE

I. *Where To File A Complaint.*

Any student or employee who believes that Edward W. Brooke Charter School has discriminated against or harassed her/him because of her/his race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the Director of Operations. If the Director of Operations is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Principal. These individuals are listed below and are hereinafter referred to as "Grievance Administrators."

Director of Operations
Principal
Edward W. Brooke Charter School
190 Cummins Highway
Roslindale, MA 02131
617-325-7977

Complaints of harassment by peers: In the event the complaint consists of a student's allegation that another student is harassing him/her based upon the above-referenced classifications, the student may, in the alternative, file the complaint with one of the school's complaint managers (hereinafter referred to as "Building Complaint Managers"), who are the school's grade-level deans.

Complaints of discrimination based upon disability: A person who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of a person, who because of a handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Chapter 766, and/or the Individuals with Disabilities Education Act, must use the procedure outlined in the Massachusetts Department of Education's *Parents' Rights Brochure* rather than this Grievance Procedure.

A copy of the brochure is available from the following individual:

Director of Student Support
Edward W. Brooke Charter School
190 Cummins Highway
Roslindale, MA 02131
617-325-7977

A person with a complaint involving discrimination on the basis of a disability other than that described above may either use this Grievance Procedure or file the complaint with the U.S. Department of Education at the address provided at the end of this Grievance Procedure.

II. *Contents of Complaints and Timelines for Filing.*

Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. The Grievance Administrator or any person of the grievant's choosing, may assist the grievant with filing the complaint. The written complaint must include the following information:

1. The name and school (or address and telephone number if not a student or employee) of the grievant.

2. The name (and address and telephone number if not a student or employee) of the grievant's representative, if any.
3. The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
4. A description, in as much detail as possible, of the alleged discrimination or harassment.
5. The date(s) of the alleged discrimination or harassment.
6. The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
7. A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

III. Investigation and Resolution of the Complaint.

Respondents will be informed of the charges as soon as the Grievance Administrator deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

The Grievance Administrator will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (20) school days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or her/his representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within five (5) school days of the meeting with the grievant and/or representative, the Grievance Administrator will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated by Edward W. Brooke Charter School involves disciplinary action against an employee or a student, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment).

Any disciplinary action imposed upon an employee or student is subject to applicable procedural requirements.

All the time lines specified above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation, in which case, the matter will be completed as quickly as practicable. If the time lines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which

sets forth a specific time line for notice and/or investigation of a complaint, such time lines will be followed.

Confidentiality of grievants/respondents and witnesses will be maintained, to the extent consistent with Edward Brooke Charter School's obligations relating to investigation of complaints and the due process rights of individuals affected.

Retaliation against someone because he/she has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

IV. Appeals

If the grievant is not satisfied with a disposition by a Grievance Administrator, the grievant may appeal the disposition to the Board of Trustees, as follows:

Chairperson, Board of Trustees
Edward W. Brooke Charter School
190 Cummins Highway
Roslindale, MA 02131
617-325-7977

The Board of Trustees will issue a written response on the appeal to the grievant within ten (10) school days of receiving the appeal.

Generally, a grievant may file a complaint with the U.S. Department of Education, Office for Civil Rights, JW McCormack POCH, Boston, Massachusetts 02109-4557, telephone (617) 223-9662, TTY (617) 223-9695 as follows:

1. within 180 calendar days of alleged discrimination of harassment, or
2. within 60 calendar days of receiving notice of Edward W. Brooke Charter School's final disposition on a complaint filed through Edward W. Brooke Charter School, or
3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or
4. instead of filing a complaint with Edward W. Brooke Charter School.

HAZING

Massachusetts Anti-Hazing Law

M.G.L. c. 269, Section 17. Hazing; organizing or participating; hazing defined.

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by

imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. *(Amended by 1987, 665.)*

M.G.L. c. 269, Section 18. Failure to report hazing.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. *(Amended by 1987, 665.)*

M.G.L. c. 269, Section 19. Copy of secs. 17--19; issuance to students and student groups, teams and organizations; report.

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen. and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report. (*Amended by 1987, 665.*)

INTERNET ACCEPTABLE USE POLICY

I. Acceptable Use

The Internet is a global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and career development. Edward W. Brooke Charter School offers Internet access to its students and staff. The primary purpose of providing access to the Internet is to support the educational mission of Edward W. Brooke Charter School. Edward W. Brooke Charter School expects that students and staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. Edward W. Brooke Charter School makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of Edward W. Brooke Charter School's Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet.

II. Unacceptable Use

The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of Edward W. Brooke Charter School's Internet Service:

- disclosing, using or disseminating personal identification information about self or others;
- accessing, sending or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal;
- using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above;
- using the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry;
- vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;

- copying or downloading of copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of the Computer Teacher or Principal;
- plagiarizing material obtained from the Internet. Any material obtained from the Internet and included in one's own work must be cited and credited by name or by electronic address or path on the Internet. Information obtained through E-mail or news sources must also be credited as to sources;
- using the Internet service for commercial purposes;
- downloading or installing any commercial software, shareware, freeware or similar types of material onto network drives or disks without prior permission of the Computer Teacher; and
- overriding the Internet filtering software.

III. Safety Issues

Use of the Internet has potential dangers. Users are encouraged to read two brochures regarding Internet safety that the Massachusetts Attorney General's Office has prepared. The brochures are entitled *The Internet, Your Child and You: What Every Parent Should Know* and *Internet Safety: Advice from Kids Who Have Faced Danger Online*. Copies of these brochures are available in the Main Office or on the Internet at www.ago.state.ma.us.

The following are basic safety rules pertaining to all types of Internet applications.

- Never reveal *any* identifying information such as last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs.
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- Immediately tell a teacher if you receive a message that you believe is inappropriate or makes you feel uncomfortable.
- Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If you suspect that someone has discovered your password, you should change it immediately and notify a teacher.

IV. Privacy

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. Edward W. Brooke Charter School reserves the right to examine all data stored on diskettes involved in the user's use of Edward W. Brooke Charter School's Internet service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

V. Violations

Access to the EWBCS Internet service is a privilege not a right. EWBCS reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension, expulsion (students), or dismissal (staff) for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through EWBCS's Internet service. The school also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

APPENDICES

The following appendices are included in the handbook to satisfy Federal Title I requirements.

Appendix A: EWBCS PARENT INVOLVEMENT POLICY

Objective

With the interest of student achievement in mind, the Schoolwide Plan Committee has developed the following Parent Involvement Policy. The goal of this policy is to provide parents with the information, resources, and opportunities necessary to support their students and to monitor their progress.

Development and Review

As a matter of policy, the Schoolwide Plan, this Parent Involvement Policy, and the Contract of Mutual Responsibilities will be reviewed in the Spring of each year by the Parent Involvement Committee, who will recommend revisions to the Schoolwide Plan Committee.

School Policy: Parental Input

At the beginning of each school year, the school will oversee the organization of a Parental Involvement Council. The council will be open to participation from all parents of children attending the school and will meet regularly. The council will provide parents with the opportunity to plan and participate in school-wide events as well as provide parents with the opportunity to provide input and feedback on important school policies.

Keeping Parents Informed & Involved

- In order to ensure that parents have the information necessary to monitor the performance of their students, the school will take the following measures each year:
- Distribute a Student and Family Handbook to each family describing school policies and procedures in organized and detailed fashion.
- Conduct mandatory orientation sessions in August of each school year for new students and their families. During these orientation sessions, held in small sessions of no more than 20 families each, a representative of the school will review the most important elements of the Student and Family Handbook with new families.
- Require students to buy a daily planner from the school and ensure that students write each of their daily homework assignments in that planner.
- Ask parents to sign the daily planner each night indicating that they have reviewed their child's homework assignments and that those assignments have been completed. Homeroom teachers will check planners for those signatures each morning.

- Provide a weekly progress report. Progress reports will be distributed each week, except in weeks where grades close or during the first 2 weeks of each term. Parent signatures on those progress reports will be checked by the school on the following school day.
- Provide parents the opportunity to meet and confer with each of their child's teachers during parent conference sessions scheduled following the issuance of each of the report cards of the first 3 academic quarters.
- Provide parents the opportunity to visit the school and attend their child's classes in the first half of each school year through the school's Bring-A-Parent-To-School Program. Participation of new families in the Bring-A-Parent-To-School Program will be required by the school.
- Provide parents with the telephone extensions and email addresses of each of their child's teachers and pledge that all telephone calls received by the school by the close of the school day will be returned that day.

School-Parent Compact

ALL parents sign the following Contract of Mutual Responsibilities each year in conjunction with a school representative. The compact will be reviewed each year in conjunction with the Parent Involvement Committee. See the enclosed contract for details.

Parents Right To Know

The Student and Family Handbook School issued at the beginning of each school will include section informing all parents that they have the right to request the following information on their child's teachers.

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Appendix B: EWBCS Title I Schoolwide Plan, 2009-10

BASIS FOR ELIGIBILITY

As of September October 1, 2009, 72% of students at Edward Brooke Charter School qualified for free or reduced price school lunch, according to strictly enforced Federal guidelines.

PLAN REVIEW

Following the release of our 2010 MCAS data, the school's executive director led a review of the Schoolwide Plan, in cooperation with the elementary school principal.

OBJECTIVE

The mission of Edward W. Brooke Charter School is to provide an academically rigorous education to students from the city of Boston which will prepare them to succeed in college. As such, the goal of the EWBCS Schoolwide Plan is to help students make significant and measurable gains in academic achievement.

COMPREHENSIVE ASSESSMENT (Means for Measuring Outcomes)

In order to measure gains in student achievement, the school has identified two primary assessment components.

The first and most central assessment mechanisms are the MCAS exams administered annually in each grade. As the only assessments available which are completely aligned with the state curriculum frameworks, MCAS results serve a central function, and are therefore featured prominently in the school's accountability plan (see below).

In addition, the school has relied and will continue to rely heavily on the Diagnostic Reading Assessment (D.R.A.) to assess reading achievement in all grades, K-8, but particularly in the early elementary grades.

ANTICIPATED MEASURABLE OUTCOMES

The success of the implementation of the EWBCS Schoolwide Plan will be measured by the extent to which the school has met the annual academic achievement goals identified in the EWBCS Accountability Plan.

PLAN COMPONENTS

A) Increased Time Devoted to Learning

Results from the school's first baseline administration of the Stanford 9 exams demonstrate that students, on average, enter EWBCS significantly below grade level in both mathematics and reading. Bringing students up to grade level and beyond will require several measures, but all of those will depend on a commitment by students, teachers, and parents alike to work hard.

Consequently, EWBCS has instituted a calendar with a longer school year than required by state law and a daily schedule which includes significantly more academic instructional time. The daily schedule runs from 7:45 to 4:00, except for Wednesdays, when students are dismissed at 12:30 in order to provide a weekly professional development block for teachers.

B) Focus on Data

In the middle school, we rely heavily on the administration of regular internal benchmark tests, aligned with EWBCS standards, Massachusetts state standards, and featuring previously released MCAS items in order to track student progress. Reading and math teachers meet in small teams regularly to analyze those assessment results and to create detailed tutoring plans for all students on the basis of those results.

In both the middle school and the elementary school, teachers track standard mastery through customized spreadsheets delineating the school's "power standards" in every subject at every grade level. Report cards and progress reports are in turn based on the rubric scores in these spreadsheets.

C) Identifying and Supporting Struggling Students

In order to ensure that all students are able to meet the required minimum levels of proficiency, we have designed several means of support for ALL students identified as struggling.

In the elementary school, classroom teachers are responsible for monitoring the individual progress of each of the 15-16 students in his or her class. Elementary teachers create "intervention plans" on the basis of these spreadsheets in order to ensure the improved achievement of our lowest performing students. Those plans are developed, refined, discussed, and monitored during weekly professional development sessions under the guidance of the elementary school principal and math coordinator.

In the middle school, students who are in danger of failing any core academic class or of not meeting basic standards for a given grade level, are required to attend tutoring sessions with their subject area teachers during the daily independent reading block. Subject area teachers provide this tutoring rather than volunteers or part-time employees, because subject-area teachers are the most qualified and able to provide meaningful support to students in their classes.

Students who have chronic problems completing homework assignments are required to stay after school to complete their homework, through the school's "homework completion" program. These students are identified in weekly grade level meetings of the instructional support team.

New students who have been identified as needing further instruction in reading decoding in grades 5 and 6, receive daily small group instruction in both reading decoding (Wilson Reading) and reading comprehension from the school's reading specialist. All new 5th grade students are assessed each year, before the first day of school, using the DRA. Approximately 20% of our new 5th graders display significant deficiencies in their ability to decode grade level text. Because these skills should have been developed by the end of 3rd grade, we have hired a reading specialist to work with these students individually and in small groups to ensure that they receive the intensive and remedial instruction they need in order to improve their decoding ability within the smallest timeframe possible.

D) Challenging Advanced Students

Because we do not track our classes on the basis of academic ability, it is important that we pay particular attention to challenging our most advanced students. In both the middle school and the elementary school, teachers monitor the reading level of every student and ensure that at all times, students are reading books at the appropriate reading level, and that all students are being challenged to the appropriate extent. In math classes, teachers provide "challenge-work" to our most advanced students (work that is related to the concepts/skills being learned by the class as a whole but which further extends the relevant concept or an application.)

E) Attracting and retaining high-quality and highly-qualified teachers

In order to ensure that all of our teachers are highly qualified in accordance with NCLB legislation, the school has instituted the following policy:

In order to ensure that all of our teachers are highly qualified by the close of the 2008-09 school year, any teacher who is not highly qualified in their subject area will take and pass the relevant MTEL test by the end of the 2008-09 school year.

In order to ensure that the school is able to attract and retain teachers of the highest possible quality, the school is currently carrying out all of the following measures:

- The school pays annual performance bonuses, based on student achievement metrics. Bonuses are made payable in part by a federal Teacher Incentive Fund grant.
- Teachers are provided with extensive administrative support, particularly in the area of classroom and school-wide discipline, such that teachers are able to focus more on teaching and less on managing individual classroom behavior-management systems.
- The school provides an extensive professional development program (details below).

F) Professional Development

Because our school is our district, all of our professional development activities are both building-based and district-based. The school schedules early release days on Wednesdays in order to schedule regular meetings and supplementary professional development activities.

The school conducts 4 regular professional development modules, all school-based, and all taking place on early-release Wednesdays.

- ***Video Analysis – each week teachers meet in small groups to view and discuss a teaching video of a colleague.***
- ***Lesson Study – our subject area departments engage in two cycles of Japanese “lesson study” each year, meeting to research, plan, teach, and critique a lesson on a pivotal standard within the curriculum.***
- ***Peer Observation – our teachers conduct two cycles of peer observations and follow-up discussions.***
- ***Benchmark Data Analysis and Standards Mastery Analysis – our teachers engage in a set of procedures surrounding benchmark data and standards mastery analysis and reflection (5-6 times per year).***

G) Plan for Parent Involvement

School policies to facilitate parental involvement and delineating parental rights and responsibilities were developed by school founders in conjunction with school administrators and teachers. These policies are made available to parents in the school's student and family handbook, which is issued to all families at the beginning of each school year. The EWBCS Schoolwide Plan will also be posted on the school's website.

Parents are able to make recommendations for improving these through the school's Parent Involvement Council or alternately by a direct request to the school principal. The EWBCS Schoolwide Plan is presented each year for review to the schoolwide issues committee of the Parent Involvement Council.

Those policies requiring the greatest contributions from parents are also delineated in the school's Contract of Mutual Responsibilities which all families are required to sign in conjunction with a representative of the school. The contract is reviewed and discussed in depth with parents at the school's mandatory August orientation sessions which are held prior to the start of each school year. Parents are able to recommend changes to the contract through a subcommittee of the school's Parent Involvement Council.

Among other things the contract delineates parents' responsibilities for:

- Providing a quiet place for their child to complete nightly homework assignments
- Checking their child's homework planner nightly (where students are required to record their nightly assignments) and signing the planner to indicate that their child has completed those assignments
- Reading with their child regularly
- Attending parent conferences regularly
- Maintaining regular communication with their child's teacher or advisor
- Signing weekly progress reports

Parent conferences are held at the close of each of the first 2 marking terms and are available to all parents. Parents of students who failed one or more of their major academic classes in any given term are notified individually that their attendance is requested at the conference session.

The only objective measure of the effectiveness of parent involvement is a measure of student achievement. However, because many other factors also impact student achievement, the school conducts annual year-end surveys to parents asking them to gauge the extent an effectiveness of their own involvement over the previous year. The school principal, in conjunction with teachers, administrators, and the Parent Involvement Council conducts a year-end review of the extent and effectiveness of current parent involvement policies.

In order to promote reading at home and parent-school communication, the Schoolwide Plan Committee has also developed a plan to institute parent/teacher/student book-groups, pending budgetary capacity. Under the plan, the school will select, buy, and distribute books for each grade level to parents, teachers, and students alike. On a given book-group night, teachers will lead book discussion groups consisting of parents, students, and other school staff.

H) Coordination with other federal programs

Federal Nutrition - Edward Brooke Charter School currently provides free and reduced price lunch to students with federal support and under federal guidelines, as well as a school breakfast and afternoon snack program.

Innovative Programs – The school continues to provide a health curriculum to all students, which was funded last year in part by federal contributions through the Innovative Programs Entitlement Grant (Title V: Fund Code 302)

Teacher Quality – In addition to our other efforts to ensure teacher quality (described in Part II – Required Program Information), we continue to operate our “master teacher program”, which was funded in part last year by federal support through the Federal Teacher Quality Entitlement Grant (Title II: Fund Code 140).

Safe and Drug Free Schools – EWBCS does not receive funds under Safe and Drug Free Schools.

Special Education – The school continues to provide extensive special education services, with federal support, as outlined in section 10 of “Part III: Required Program Information” enclosed with this application (Fund Codes 240 and 274)

Appendix C: EWBCS Policy, TITLE I Supplement Not Supplant Requirement

Federal regulations dictate that Title I funds may not take the place of—supplant—public education services that are to be provided to all students. Edward W. Brooke Charter School uses Title I funds according to Schoolwide Program guidelines. Title I funds are used only to supplement and increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of our students.

Appendix D: Parental Rights Under Special Education Laws

Parents have the right to obtain printed materials on rights of parents and guardians under federal and state Special Education laws (promised as corrective action under CPR corrective action plan).

Parents who refuse to provide the school with access to their private insurance do not relieve the school of its responsibility to provide all required services at no cost to the parent.

Appendix E: EWBCS Wellness Policy

Policy Goals

Edward W. Brooke Charter School is committed to providing a school environment that promotes and protects children’s health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is our policy that:

- All students will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- We will participate in available federal school meal programs (including the School Breakfast Program and the National School Lunch Program)
- We will provide health education and physical education to foster lifelong habits of healthy eating and physical activity.
- Parents will have the opportunity to provide input on all of the above via the school’s Parent Involvement Committee.

TO ACHIEVE THESE POLICY GOALS:

I. Parent Involvement Council

The school’s wellness policy will be published each year in the student and family handbook and will be subject to review by the school’s Parent Involvement Committee.

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables

Breakfast. To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn, EWBCS will:

- operate the School Breakfast Program.
- arrange bus schedules and utilize methods to serve school breakfasts that encourage participation.
- notify parents and students of the availability of the School Breakfast Program.

Free and Reduced-priced Meals. EWBCS will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

Sale of Individual Food and Beverage Items. Foods and beverages will not be sold individually or separately from the school lunch, breakfast, or snack programs (*i.e.*, foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)

Snacks. Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health in accordance with snack guidelines provided via the National School Lunch Program.

III. Nutrition and Physical Activity Promotion and Food Marketing

EWBCS aims to teach, encourage, and support healthy eating by students by providing health education as part of the physical education and/or science curriculum which:

- equips students with the knowledge and skills necessary to promote and protect their health;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;

- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);

Food Marketing in Schools. EWBCS will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually.

IV. Physical Activity Opportunities and Physical Education

Physical Education (P.E.) - Elementary school students will have the opportunity to engage in regular physical activity (moderate to vigorous) through dance and physical education classes, taught at least twice per week. Middle school students (grades 5-8) will have the same opportunity through classes taught during the school's daily enrichment hour (3 to 4 PM), an average of 2 times per week throughout the school year.

Daily Recess. Elementary school students will have 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Physical Activity Opportunities Before and After School. EWBCS will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

V. Monitoring and Policy Review

Monitoring. The executive director or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies, and will provide for regular review of the school's wellness policy.

STATEMENT OF UNDERSTANDING

Edward W. Brooke Charter School

I have received and read a copy of Edward W. Brooke Charter School’s Family Handbook for 2010-2011 and understand the rules, regulations, and procedures of the school. I understand that if I ever have any questions regarding school policies, I can always ask any member of the school community for a further explanation.

Parent/Guardian Signature

Date